

# CATHOLIC SCHOOL

# Journal

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at the Catholic School**

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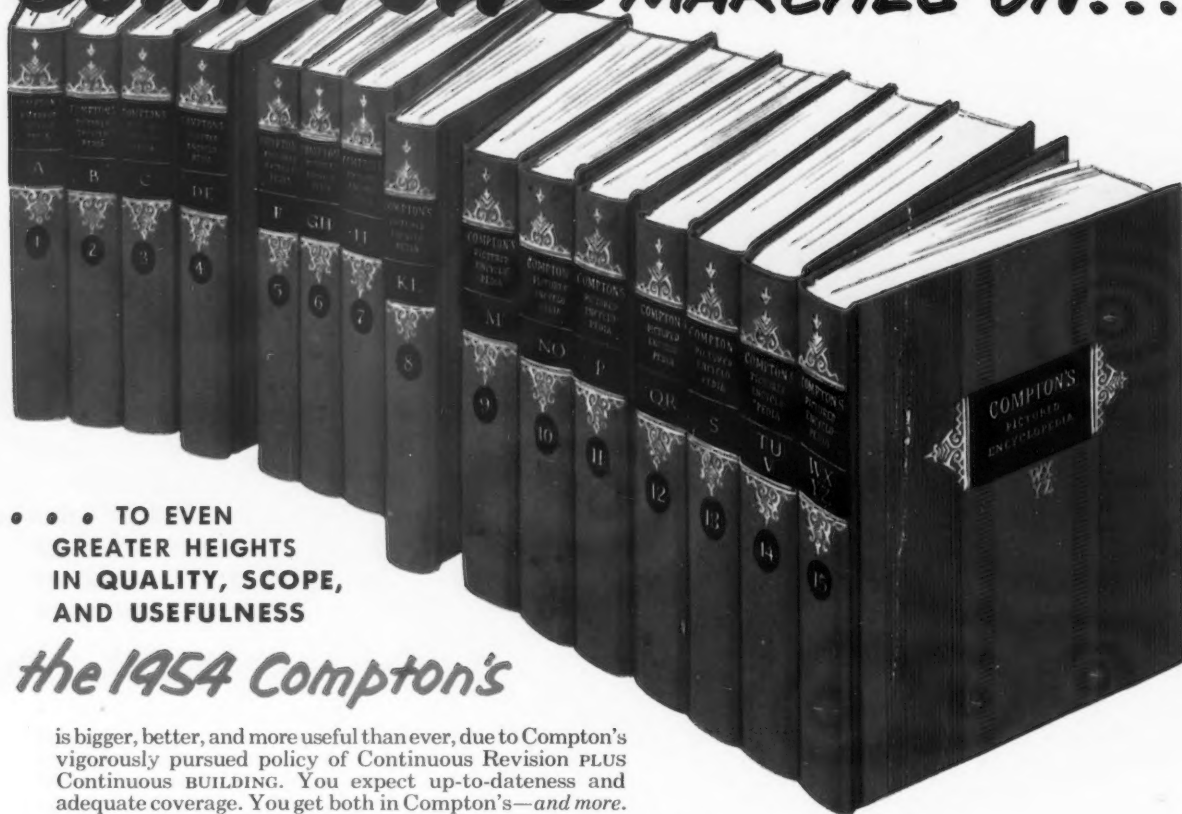
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**INDIA.** In the new Indian republic one-sixth of the earth's people—largely illiterate, poverty stricken, and without previous experience in self-government—are today attacking desperate problems. This new Compton article explains the age-old problems that India is attempting to solve democratically while its Asiatic neighbors are turning to Communism. It describes the varied regions of India and the life of the people in each with their diverse customs and activities. It covers all phases of the present-day economy and culture. **FREE** reprint available.



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# THE "SPIRITUALLY UNDERPRIVILEGED"



## Are God's Children, too...

THE millions of Catholic children who attend public schools—our spiritually underprivileged—must be taught religion... They're God's children, too. Their needs, however, require special attention.

Faced with such a difficult teaching situation, experienced catechists turn for help to proved teaching aids on the pupil level. They know they must arouse and sustain the children's interest... keep them coming back... make the instruction meaningful and effective...

Thousands have found such an aid for these pupils in the complete, integrated, and workable religion course that comes in weekly installments written for three different age levels—the separate *Confraternity* editions of the *MESSENGERS*: OUR LITTLE MESSENGER to prepare primary-graders for First Holy Communion; the JUNIOR CATHOLIC MESSENGER, for grades 3-6; and the YOUNG CATHOLIC MESSENGER, for grades 6-9.

An extra bright spot in helping to teach religious truths in palatable form is the Catholic biweekly "comic" book, *TREASURE CHEST*. Through effective use of the picture-story technique, *TREASURE CHEST* presents selected religious truths clearly and understandably. A helpful supplement.

In the *MESSENGERS* the verbatim questions and answers of the Revised Baltimore Catechisms form the core of the doctrinal content. The questions, however, are supplemented with stories and human-interest features designed to create interest as it explains the content.

Lively illustrations... colorful presentation... student appeal... language suited to the differing comprehension levels of the three age groups—all blend to make the catechism lessons come alive. Edited by priest editors, the *MESSENGERS* are designed to help you teach the spiritually underprivileged.

**SPECIAL HELP FOR THE TEACHER**—Monthly, teachers receive study guides rich in suggestions that add to the catechetical value of the *Confraternity MESSENGERS*. The experienced and the new teacher welcome the discussion subjects suggested... projects proposed... possible questions posed... background information given...

The arrival—weekly—of each new issue in the instruction program produces a psychological effect on the children's appreciation for the importance of religion in daily life. It has other advantages, too. They take each issue home... Often reread the articles... Remember more of what was taught... Pass copies on to others...



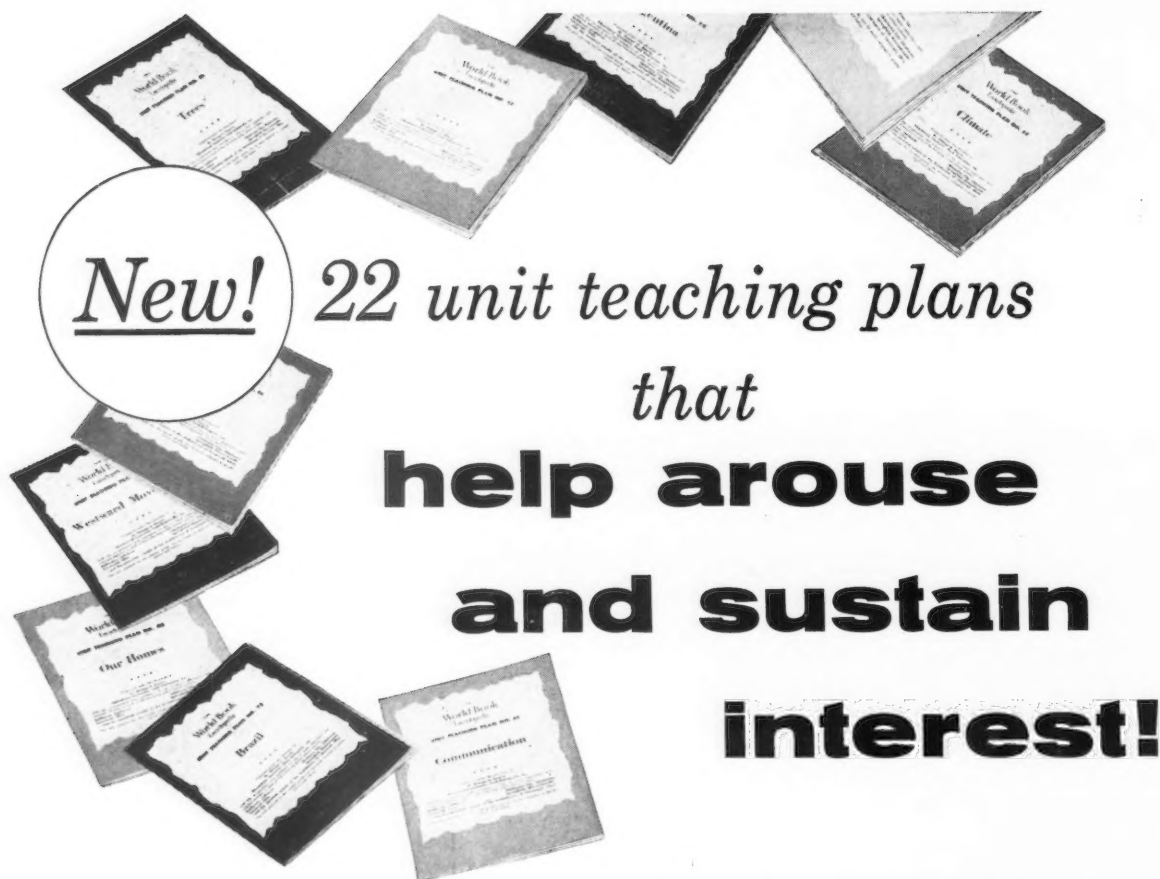
Try the *MESSENGERS* and *TREASURE CHEST* in your religion classes for public school children in the second semester. Place a Tentative Order Today! (Sample copies sent upon request!)

GEO. A.

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and sustain  
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# THE CATHOLIC SCHOOL *Journal*

Volume 54

Number 2

February, 1954

## YOUR BOOK NUMBER

### Recent Books

Here is the twenty-first annual schoolbook and library number of your JOURNAL. In addition to the usual book-review pages, there are eight articles concerning educational phases of books, libraries, and the Catholic press, and an eight-page list of recent books. Your editors have not forgotten that February is Catholic Press Month and February 21-27 is Catholic Book Week.

### Catholic Bible Week

Catholic Bible Week will be observed February 14-21 and Brotherhood Week, February 21-28. Each of these events is remembered with an article. Other practical classroom projects are listed in the table of contents for this month.

### The Advertisements

Many publishers of textbooks, workbooks, library books, and reference books have used the advertising pages of this Schoolbook and Library Number to tell you their own story of the books they offer. Read their messages before you order the books you need for the remainder of this school year and for next September.

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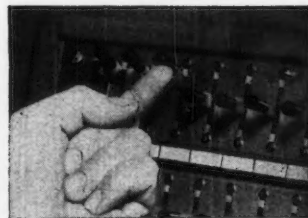


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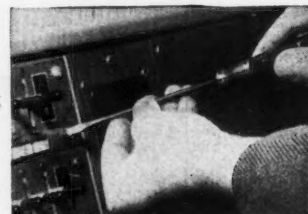
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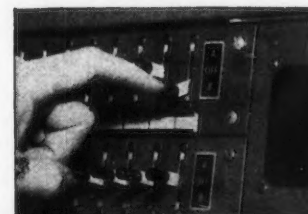
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# Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.\*

## THE NEW YORK TIMES

Times Square  
New York 18, N. Y.

### America's Stake in Asia

The latest Times filmstrip looks out America's other "front door" at the changing face of Asia, and surveys in 57 frames the stake in world peace, American security, freedom, trade, and amity that Americans have in the Pacific. It looks back to Marco Polo's travels and the traditional U. S. friendship for the Orient, surveys the changes that recent years have brought and examines the current critical stage of U. S. relations with Asia in a divided world.

The filmstrip is 35mm. and is illustrated with photographs, cartoons, and maps that present the subject in clear, graphic terms. A teachers' discussion manual, with an introduction to the topic and additional data on each frame, accompanies the filmstrip.

"America's Stake in Asia" is the fifth in the 1953-54 series of eight New York Times Filmstrips on Current Affairs.

## CORONET FILMS

65 E. South Water Street  
Chicago 1, Ill.

### New American Literature Series

*American Literature: Colonial Times* (1 reel, sound, color or B & W)

We see that the beginnings of literature in this country took the form of practical, useful documents, reflecting the wonders of the new world to which the settlers had come, and the hard pioneer life and deep religious faith of these people. Although the colonial period was not rich in literature as we know it today, it has been and still is an important source of literary inspiration to later American writers. Junior High, Senior High, College.

*American Literature: Revolutionary Times* (1 reel, sound, color or B & W)

From this period emerged some of the most impassioned pleas for the natural rights of mankind ever produced by a people. The feeling, depth, and beauty of many of these political documents raise them to the level of true literature. This film brings to life the writings of Benjamin Franklin, Patrick Henry, Thomas Paine, and Thomas Jefferson. Junior High, Senior High, College.

\*Editorial Consultant for Audio-Visual Aids.

*American Literature: Early National Period* (1 reel, sound, color or B & W)

The first real literature of America is presented here in the writings of Philip Freneau, William Cullen Bryant, Washington Irving, and James Fenimore Cooper, who found a wealth of subjects in the native scene, the natural beauty, the folk legends, the humor, and the traditions which were characteristically American. Junior High, Senior High, College.

*American Literature: The Realists* (1 reel, sound, color or B & W)

The scientific and industrial advance in America and its accompanying social and economic problems formed the background from which the realists emerged. This film examines the writings of Upton Sinclair, Theodore Dreiser, Hamlin Garland, Stephen Crane, Jack London, Booth Tarkington, and Sinclair Lewis, and associates the theme of realism with many of our present-day novelists, poets, essayists, and dramatists. Junior High, Senior High, College.

## YOUNG AMERICA FILMS, INC.

18 East 41 Street  
New York 17, N. Y.

Young America Films announces the release of two new educational films for elementary schools and secondary schools:

### Your Posture

1 reel, 16mm., sound—discussing the importance of good posture to appearance and general health.

### Water Safety

1 reel, 16mm., sound—an effective demonstration of safety problems in and around water, for swimmers and boaters.

## SOCIETY FOR VISUAL EDUCATION, INC.

1345 West Diversey Parkway  
Chicago 14, Ill.

We wish to call your attention once more to the five series of filmstrips released by the Society for Visual Education, Inc., on the Creed and prepared by the Vincentian Fathers of St. John's University, Brooklyn, N. Y. You should preview these films and find out whether or not they can help you in your catechism classes.

### Individual Titles:

*God and His Perfections, The Most Blessed Trinity, The Creation of the Angels, The Creation and Fall of Man, The Incarnation,*

*The Redemption, The Holy Ghost and Grace, The Church, In Time—The Communion of Saints, In Eternity—Life Everlasting.*

**Series Content:** This series of filmstrips is keyed to the lessons of the Revised Baltimore Catechism. By using synchronized records and filmstrips, the theological truths of the holy Catholic Church are presented simply yet effectively. Beautifully colored pictures, as well as inspirational music, help to create in the mind of the student a reverent atmosphere for a serious religious experience. It is this religious experience which provides the Catholic with the basic knowledge needed for understanding his own Faith and for being able to explain his Faith to others.

**Utilization:** This series of filmstrips may be used for the following purposes: (1) to correlate with a ready-made lesson plan also included; (2) to provide an audio-visual aid that is authentically integrated with the catechism; (3) to offer a type of orientation for learning and a presentation of life situations that are difficult to present in a textbook; (4) to present theological truths simply and thus clarify basic knowledge for the young Catholic; (5) to tell a continuous story with related pictures; (6) to provide an excellent aid for recall purposes and discussion; and (7) to furnish inspiring instructive material for parochial school children, release time classes, high school confraternity groups, convert instruction, and adult discussion groups.

We have just previewed two series released by the Society for Visual Education on "Intermediate Graded Word Phrases."

Level E (Fourth Grade)

(8 filmstrips, 59 frames each)

Level F (Fifth Grade)

(8 filmstrips, 59 frames each)

**Series Content:** These graded word phrases have been prepared on the premise that it is important that the child learn to recognize words speedily, not in isolation but in context. The use of the tachistoscope and filmstrips in reading succeeds in widening the child's perceptual span and assists in overcoming poor reading habits which prevent him from realizing his full reading capacity. The words used in the filmstrips were selected from a study made on the word count in leading basic readers (American Book Company, Ginn and Company, Houghton Mifflin Company, Row, Peterson and Company, Scott, Foresman and Company, Silver Burdett Company, and John C. Winston Company) and checked against word lists (Gates, Dolch, and Thorndike). Frequency of use and the usage were

(Concluded on page 6A)

## Audio-Visual Aids

(Concluded from page 5A)

also considered in preparing the phrases. Level rather than grade designation on films enables children to begin their phrase recognition levels and work up to their grade levels without loss of prestige. Suggested procedures for presenting the phrases and eliciting responses from the pupils are provided in the Teacher's Manual

which accompanies these filmstrips. Also, many suggestions for the use of the tachistoscope can be found in the manual, "Teaching With the Tachistoscope," published by S. V. E. Each strip includes two sets of 25 phrases.

**Utilization:** These filmstrips were produced especially for tachistoscopic training but may also be used effectively without the tachistoscope. These filmstrips are designed to: (1) increase eye span, (2) develop recognition of words in context, (3) increase speed and comprehension in reading, (4) make vocabulary

meaningful, (5) teach correct spelling, (6) act as a remedial teaching aid for the elementary, junior, and senior high school student by helping to overcome such faulty reading habits as: lip movement, inner vocalization, pointing, and word calling, and (7) create interest by providing a new approach to reading success.

### SHELL OIL COMPANY 50 West 50th Street New York 20, N. Y.

The films mentioned in *THE CATHOLIC SCHOOL JOURNAL* for May, 1953, continue to prove popular with our schools.

**Oil—***The Invisible Traveler* and *This Is Oil* are two of the most popular of the 15 titles listed in the catalog. These movies are available free to schools. The 16mm. sound films run from 20 to 25 minutes. They are very well suited for study in the upper grades and high schools.

### New Books of Value to Teachers

#### The New Testament

Paper, 480 pp., 50 cents. The Catechetical Guild Educational Society, St. Paul, Minn.

This long-awaited "pocket book" edition of the New Testament contains explanatory preface by Rev. John J. Dougherty, S.S.D., and brief introductory paragraphs for each of the books of the New Testament. The version is that of the official American translation from the Latin by the Confraternity of Christian Doctrine. The type is small but clear, and the book is well printed.

#### St. John of God

By Norbert McMahon. Cloth, 205 pp., \$2.75. McMullen Books, Inc., New York 7, N. Y.

This popular account of the life of St. John brings out especially his devotion to the service of the sick and the dying.

#### Famous Humanitarians

By W. O. Stevens. Boards, 131 pp. Dodd, Mead & Co., New York, N. Y.

This collection of twenty laudatory biographical sketches has one objective; it brings out the services of men and women who devoted their lives to the betterment of men and women. The sketches range from St. Vincent de Paul to Evangeline Booth, and from Samuel Howe to Albert Schweitzer.

#### Welcome Jesus

By Rev. George Dennerle and Sister M. Magdela, S.N.D. Cloth. Various bindings in black or white, \$2, \$2.50, and \$5. The Bruce Publishing Co., Milwaukee, Wis.

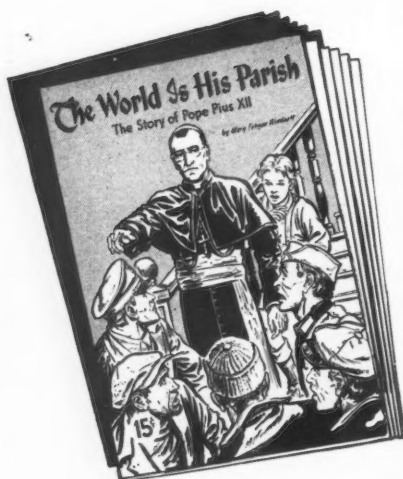
Sisters preparing First Communion classes this year will welcome this newly revised favorite of many years which is brought up to date now on new Communion fasting regulations and is illustrated in beautiful full color pictures that should be an aid to the child in prayer. In ten parts, the coauthors, Father George Dennerle and Sister Mary Magdela, S.N.D., trace the necessary duties and devotions of the Christian child. The authors write in a language young minds can grasp and that will appeal to the boy and girl

(Continued on page 8A)

Watch for this unique publishing event on... *March 2*

## "The World Is His Parish"

by Mary Fabyan Windeatt



### The Story of His Holiness Pope Pius XII Told in Colorful Picture-Story Form

**W**atch for the publication on March 2 of *THE WORLD IS HIS PARISH*, the 36-page picture-story book, which will tell the exciting and inspiring life of the "pastor to all the world," Pope Pius XII—in popular "comic" style.

The vivid and clear writing of Mary Fabyan Windeatt is here combined with fine publishing skill to produce a "unique" biography of one of the greatest figures of our time, Eugenio Pacelli—Vicar of Christ.

*THE WORLD IS HIS PARISH* accurately relates the action-packed story of "the parish priest in the Vatican" in timely tribute to this staunch champion of the Blessed Virgin . . . foe of communism . . . man of peace. Young and old will profit from its reading. Order your supply now!



#### Timely! Inspirational!

THE WORLD IS HIS PARISH will be published in time for the 15th anniversary of the coronation of Pope Pius XII, to be celebrated March 12.

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## PSYCHOLOGY: THE UNITY OF HUMAN BEHAVIOR

Timothy J. Gannon, Professor of Psychology  
Loras College, Dubuque, Iowa

Scheduled for early 1954 — a new introductory text with originality and a fresh point of view. Monsignor Gannon maintains emphasis on the whole man, while considering the contributions of modern research. This approach enables the student to gain an appreciative understanding of modern psychology, integrated with Christianity's convictions regarding human nature.

The text is clearly and vigorously supported by experimental, "quantitative" detail, as well as by historical background and physiological data.

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## New Books

(Continued from page 6A)

of seven and eight. The religion teacher of the primary grades will find the prayers in conformity with the wording of the revised Baltimore Catechism. The child's preparation for the sacrament of penance is excellently treated and confessors puzzled at times on how to aid the child in confession will find the Examination of Conscience a boon. Young parents may find it a useful guide in approaching the religious instruction of their young children. *Welcome Jesus* is a child's prayer book in every regard. Artist and designer have complemented the authors' text with meaningful illustrations, and large clear type. Simple sense lines replace the page line to assist the child in its talks with Jesus at Mass and in private

visits, and to aid the child in his appreciation of the spiritual realities which enrich our faith. Durable bindings and pages should stand the ravages of reverent but childish handling.

### Presidents of American Colleges and Universities

By Robert C. Cook and Eleanor A. Carroll. Cloth, 244 pp. Who's Who in American Education, Nashville, Tenn.

Accurate biographical data as of 1952 of 1433 presidents of accredited American universities and colleges.

### Stone in the King's Highway

Life and Writings of Bishop Francis Xavier Ford. Cloth, 297 pp., \$3. McMullen Books, Inc., New York 7, N. Y.

Part One is a brief sketch of the heroic life

and missionary labors of Bishop Ford, who died in a Chinese Communist prison. Part Two includes eleven essays on the Chinese missions which the Bishop served and which he describes with insight and loving appreciation.

### Sound

By Marian E. Baer. Cloth, 127 pp., \$2.50. Holiday House, New York 11, N. Y.

For children who wish to learn what sound is, how it is produced, how it travels, how it bounces, the why of high and low tones, this book is ideal. The experiments can all be performed with materials available in any home.

### The Sacred Heart Encyclicals

Of Leo XIII and Pius XI with introduction and outline by Carl J. Moell, S.J. Anniversary edition. Paper, 72 pp., 25 cents. The America Press, 70 East 45th St., New York 17, N. Y.

Father Moell's introduction explains that 1953 is the twenty-fifth anniversary of Pius XI's encyclical *Miserentissimus Redemptor*, on reparation due to the Sacred Heart of Jesus. Then he presents a few high lights of the history of devotion to the Sacred Heart which "received its powerful impulse from the apparitions to St. Margaret Mary 250 years ago."

In 1875, Pius IX extended the feast of the Sacred Heart to the entire Church. In 1899, Leo XIII issued his encyclical *Annum Sacrum* proclaiming anew that Christ is King of all men, and he consecrated the whole world to the Sacred Heart. In 1925, Pius XI established the feast of Christ the King.

The booklet gives an approved English translation of *Annum Sacrum* of Leo XIII, *Quas Primus* of Pius XI, *Miserentissimus Redemptor* of Pius XI, *Caritate Christi Compulsi* of Pius XI, and an excerpt from *Summi Pontificatus* of Pius XII. Father Moell has supplied an outline of each of the encyclicals which he has given in full.

### Matt Talbot

By Eddie Doherty. Cloth, 200 pp., \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis., June, 1953.

"This timely account ably interprets the full significance of the ex-alcoholic who may someday be declared one of Ireland's and the world's greatest saints." Matt Talbot died on his way to Mass in Dublin in 1925. He was a drunkard from the age of 12 to that of 28. Then "he took the pledge for three months, though he felt he couldn't keep it for three hours. He kept it for 42 years." And during those 42 years he led a saintly life. This is the example the world needs right now.

### A Layman's Way to Perfection

By Robert B. Eiten, S.J. Cloth, 117 pp., \$1.75. The Grail, St. Meinrad, Ind.

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(Continued on page 42A)

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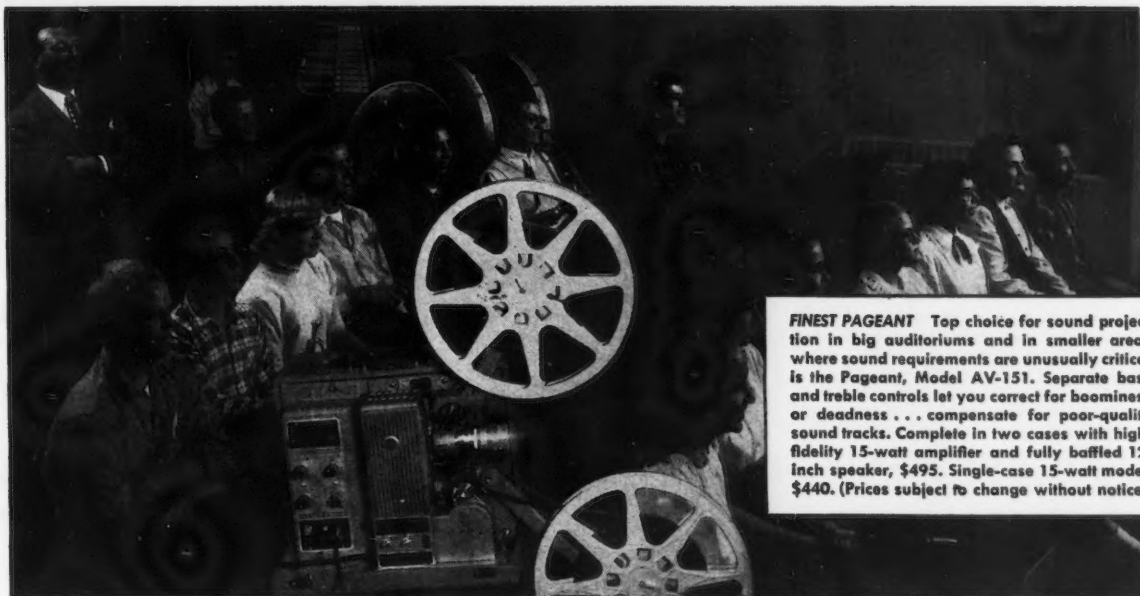
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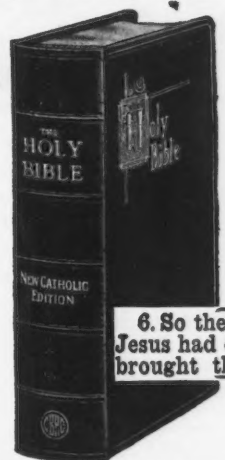
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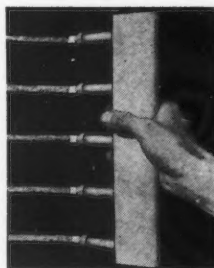
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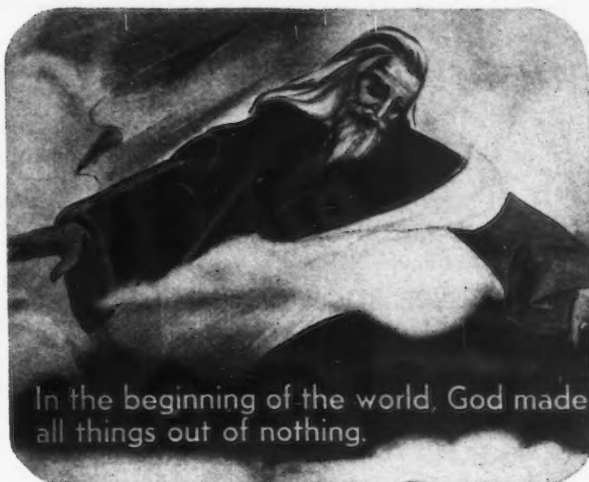
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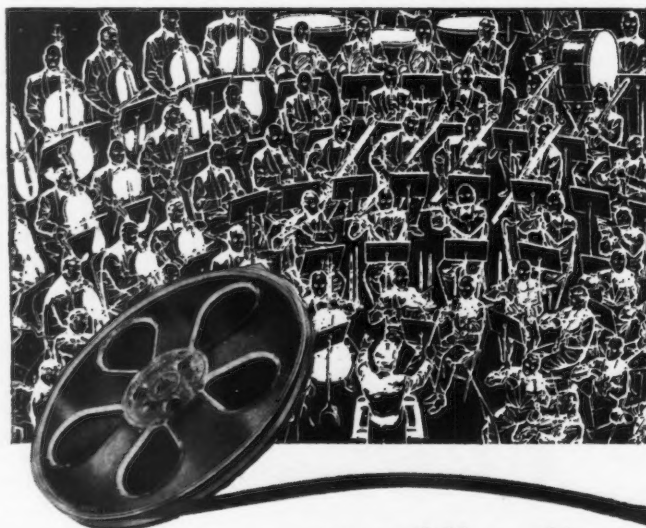
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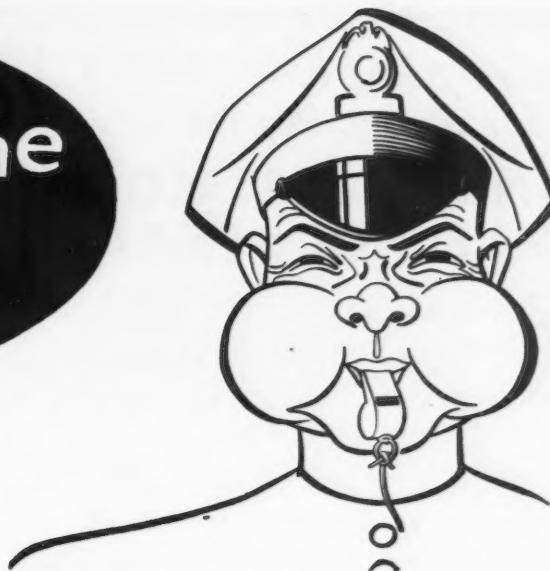


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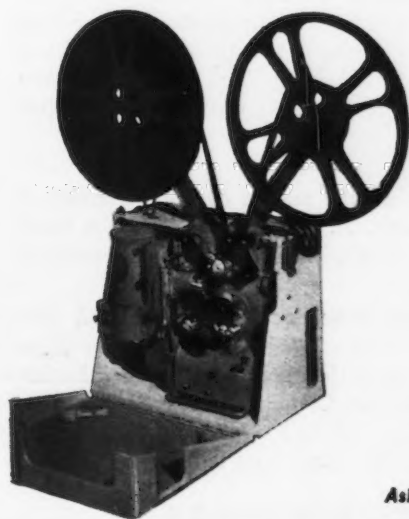
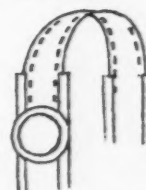


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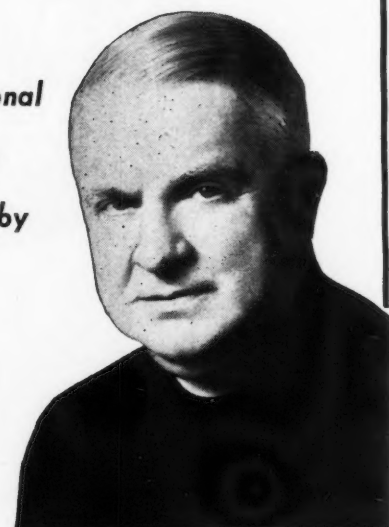
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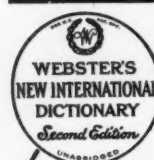
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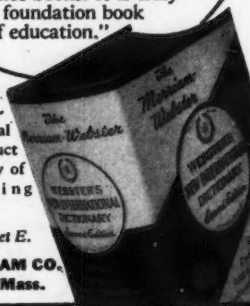
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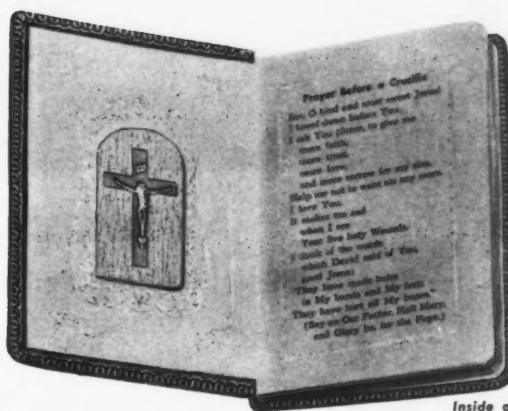
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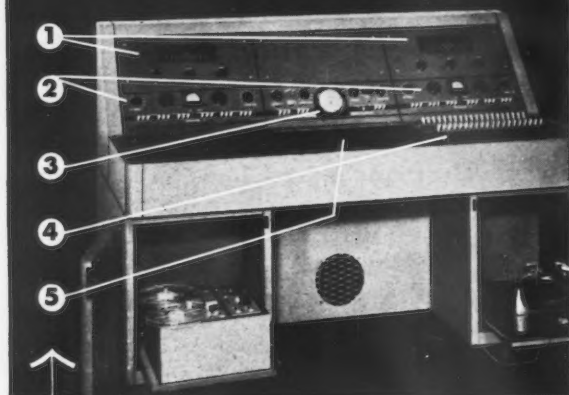
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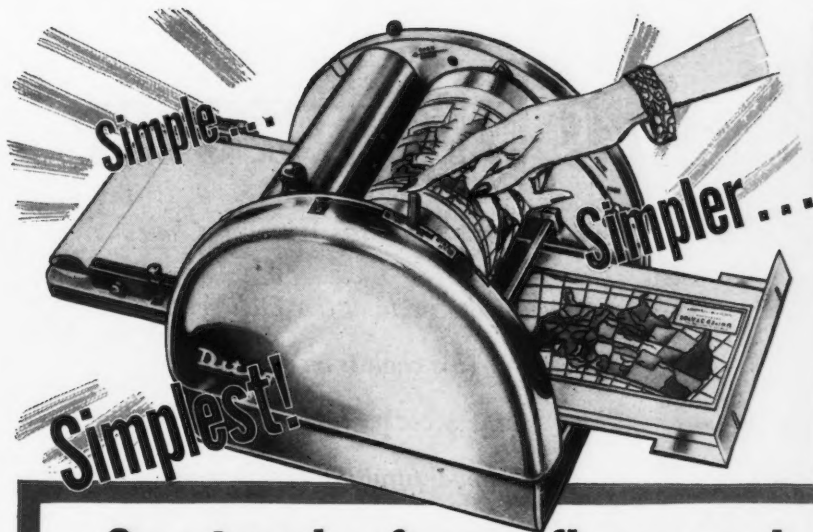
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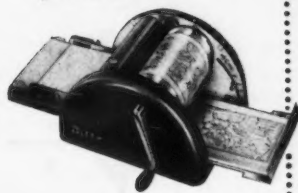
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## Public Library Cooperation

# A New Book at the Catholic School

*Richard J. Hurley \**

THE editorial in the March, 1953, issue of the CATHOLIC SCHOOL JOURNAL commenting on the effect upon Catholic schools of the actions of the Madison and Racine, Wis., public libraries in discontinuing maintenance of public school libraries, is not necessarily a storm signal. It does, however, indicate a change in the cultural climate in which schools and libraries, two supplementary educational agencies, are operating. There is a movement on the part of some public librarians to get out of the school field and a corresponding movement by the public schools to take over all library service to their students. On the part of public school educators, there is evidence of centralizing and totalitarian thinking which would place all educational agencies under school authorities. Catholic and private schools which find the public library a source of valuable supplementary reading will be affected by both of the above movements. Administratively, service to schools demands mass techniques to be successful and withdrawal of public schools from such service results in an uneconomic operation. Special services to Catholic schools cannot be expected from a public school agency. The same people who oppose auxiliary services to Catholic children — health, textbooks, bus transportation, and the like — would raise a similar cry against the public library buying books and supplying them to a special group. This situation has not yet arisen and we hope will not develop. Yet, it is well to know what is happening and to formulate some plan of

action for both the present and the future.

### **Schools and Libraries Associated**

Historically, the public library and the public schools in the United States have been closely associated. School men actively participated in the early councils of the American Library Association. Librarians lectured before teachers' associations on their mutual tasks and responsibilities. The public library was conceived to be the superstructure of our system of free education. It was termed the "poor man's college," the "crown" of public education, the "capstone" of the public school. As one



Richard J. Hurley

writer of library history has said, the nub of the argument for public libraries was, "After the public school, what then?" The

first sign of this thinking was the school-district libraries established in New York State in 1827. Governor De Witt Clinton advocated "small and suitable collections of books and maps attached to our common schools." While the Governor had in mind district school libraries for students and teachers, the law established book collections for adults, housed in schools and under the supervision of the superintendent of schools. By 1853 in New York State these libraries contained a million and a half volumes. Under Horace Mann this form of library was developed in Massachusetts, and the 1876 report on libraries of the U. S. Office of Education found these libraries to exist in 17 other states. While this form of library service has died out in the East we find many such libraries still operating in Ohio, Michigan, and Indiana. They include such prominent public libraries as Akron, Cleveland, Dayton, Lorain, Toledo, and Springfield, Ohio; Battle Creek, Flint, Kalamazoo, Lansing, Muskegon, and Ann Arbor, Mich.; Fort Wayne, Indianapolis, South Bend, and Terre Haute, Ind.; and Kansas City, Mo.; Huntington, W. Va.; and Norristown, Pa. In these cities, the superintendent of public schools is in charge of all library service although there may be a special board of trustees for the public library appointed by the board of education. Quasi-boards are also found as in Bay City, Mich., where the president of the board of education is chairman of the library board of trustees. In these school district libraries, private schools receive the same services as do public schools. However, it should be noted that we have a group of important public

\*Department of Library Science, Catholic University of America.





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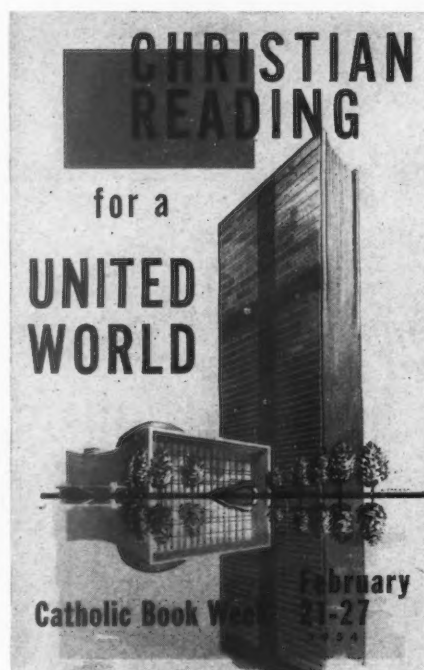
libraries closely associated with the public schools.

### **School and Library Co-operation**

While public libraries were slow to set up book collections for children, the organization of children's rooms often brought with it, service to elementary schools both directly and indirectly. Baskets of books were sent to classrooms or deposits of books placed in a room in the school; librarians taught children how to use books, or set up story-hour programs. In some instances, the public library took over library service to elementary schools by formal or informal contract, or by a gentleman's agreement. This type of service has been a controversial issue between children's librarians and school librarians as the acrimonious articles in the *Library Journal* in 1934 so well illustrate. Indirectly, the children's room serviced schools by having classes visit the room, organizing reference materials to supplement the curriculum, and working closely with teachers. The public librarians, eager to have children read, entered a vacuum and a vacuum which still exists in the majority of elementary schools due to the lack of library mindedness by school administrators. The larger libraries set up a department of work with schools as an offshoot of the children's room. In 1941 the Joint Committee of the American Library Association and the National Education Association issued a publication describing various co-operative arrangements—*Schools and Public Libraries Working Together in School Library Service*. It should be noted that the Committee stated the school library to be an essential element in the school program and basically a responsibility of the board of education.

### **Service to Schools Curtailed**

Public libraries are now re-examining their relationships with schools. This has been due either to a study of their own purposes, services, and finances, or to the schools increased attention to supplying their own needs for curricular materials. In 1946 Portland, Ore., severed an old bond between the public library and the public schools when it withdrew from joint administration and supervision of the school libraries in that city. In 1947 the contract between the Oklahoma City public library and public schools was challenged with the comment that everyone was dissatisfied with the results of a well-meant attempt to combine two different jobs in one with only one fifth enough money to



do either properly. In a recent survey of the Los Angeles public library, it was recommended that all maintenance of libraries in the elementary schools be discontinued by the public library. To date this recommendation has not been followed. Last year the arrangement was canceled between the Chicago public library and the schools to supply and supervise professional assistants in the public high schools. Other examples can be found in library literature but the changing policy of the public library toward schools is sharply pointed up in the case of Madison, Wis. In the summer of 1951 two Detroit librarians including its head librarian, Ralph Ulveling, a Catholic, surveyed the Madison free library. The report stated that since 1911 the public library had operated the school libraries with a constantly increasing proportion of the budget devoted to that purpose, from 35 per cent in 1938 to more than 50 per cent in 1950. Nine parochial schools were serviced. With insufficient funds to provide either adequate school libraries or public library service to adults, on January 1, 1953, the public library separated itself completely from the public schools. In nearby Racine, Wis., the report has a similar effect when the public library discontinued its service to one high school and to two junior high schools. Mr. Ulveling in a letter to the writer said he doubted very much if there would be any change in service to parochial schools and with better branch library service, the parochial school children will have access to more books than before. Letters to the

Madison librarian went unanswered but the diocesan superintendent of schools reported books still sent to the Catholic schools. The Racine public library reported it was continuing its service to all public and parochial schools by classroom collections and teachers' loans plus class visits to branches. In further correspondence with Mr. Ulveling as to eventual relationships between public libraries and Catholic schools, he stated his general impression that public libraries were not only willing but eager to co-operate with Catholic schools: "Certainly I have never heard of one that was not." Our opinion supports this statement. It is probable that Catholic schools will be given the benefit of any service available from the public library. Difficulties can be expected from another quarter.

### **Public Library Service Should Be Supplementary**

A school should expect to provide its own library facilities. That educators have not fully understood their obligations in this regard is not an excuse to use the good will and generosity of public librarians. Where contracts exist for public library maintenance and control, the school should expect to pay its fair share of operations. This applies to the Catholic schools equally as well as to the public school. However, the effort by a group of public school "educationalists" to place all educational agencies under the control of a school board or superintendent of education, is a real and present danger to both public libraries and to Catholic schools.

Dr. Carleton Joeckel, an authority on public library administration, in his *Government of the American Public Library*, has this to say:

"As a matter of governmental theory, the structural integration of the public library with the educational system of the state is a most attractive notion. We have already seen that DeWitt Clinton and some of the early educational leaders in New York more than a century ago attempted to make general public library service part and parcel of the school district system. In recent times, Cubberly in his utopian scheme for the educational code of the mythical state of Osceola placed the county library under the administrative control of the county board of education and the state library under the state board of education. Speaking at the American Library Association Conference in 1939, Commissioner of Education Zook advocated in general terms closer union of the library and the school system. Among the political scientists, the idea has appealed to W. B. Munro, who proposed



making the library an integral part of the city's educational plant and recommended that it be transferred to the regular school authorities; and W. A. Schaper similarly urged the inclusion of the library in the educational establishment. A strong advocate of this general theory from the point of view of the librarian was William H. Brett, of Cleveland, who laid down the dictum that the library should be recognized in law as a part of the educational machinery of the government."

### **A Totalitarian Tendency**

Another library statement comes from Dr. Lowell Martin and Arnold Miller in their *Public Administration and the Library*: "Administrative consolidation of school and library authorities into one education agency appears to be a likely method" especially as both serve in the final analysis the same purposes yet frequently duplicate and compete in activities. Reading between the lines in the summary volume of the Public Library Inquiry, Dr. Leigh's *The Public Library in the United States* is the feeling that public libraries should withdraw from the children's field. In 1948 a bill was introduced in Congress to make the librarian of the Washington, D. C., public library the librarian of the District of Columbia Public Schools. Harry Peterson, the librarian, argued that the two agencies had different and distinct purposes. In 1951 a survey of the local administration of Prince Georges County in Maryland stated, "It is recommended that the education, recreation, and library programs be conducted as a single unified function under the superintendent of schools." A clear presentation of this totalitarian attitude was early given by the N.E.A. Educational Policies Commission in its *Social Services and the Schools* (1939): "that school boards become public education authorities with a viewpoint broad enough to encompass all public educational activities both in and out of school . . . that the administration of public school, public library, and public recreation services be ultimately unified under the public education authority." This attitude is still part of the thinking of certain educators, including those who distrust the Catholic schools as un-American and, quoting Dr. Conant, as "divisive." The Catholic schools will become ancient history under such a regime and there will be only one kind of library service. We note one lonely voice raised in protest, that of the late Dr. William B. Featherstone of Teachers College, Columbia University. In his *A Functional Curriculum for Youth*, he visualizes a co-ordinated community effort, an Advisory

## **CATHOLIC BOOK WEEK**

**February 21-27**

"Christian Reading for a United World" is the theme for Catholic Book Week, 1954.

This project is sponsored by the Catholic Library Association. The executive secretary of the Association and publicity director of CBW is Rev. Vincent T. Mallon, M.M., Maryknoll Seminary, Glen Ellyn, Ill.

*Book Week Kit*: to aid teachers and librarians a Catholic Book Week Kit has been prepared. It contains: two copies of the official *Poster*; one copy of *Ideas for Catholic Book Week, 1954*; 30 copies of a *Booklist for Adults*; and 30 copies of a *Booklist for Children and Young People*.

To obtain a kit send one dollar to the Catholic Library Association, Maryknoll Seminary, Glen Ellyn, Ill.

Council for Community Education with schools and libraries as partners. "It is quite clear," he writes, "that the school cannot be the sole agent for youth education in a community." Thereupon he demolishes the arguments of the totalitarians.

### **Catholic Libraries**

What can or should Catholic schools do to meet these changes and trends? It is our duty to provide our schools with their own school libraries especially as we know that Catholic literature will not be supplied our children elsewhere. Accrediting agencies usually force high schools into line but, with no such pressure brought upon elementary schools, the centralized and effective elementary school library is an object of pleasant surprise. We need to develop centralized bureaus under trained librarians to stimulate and develop diocesan systems of school libraries. Individual schools are too poor to provide adequate libraries and the supply of trained librarians is seen only through a microscope.

In our quest for the finest books for our children, we must turn to the public library, for recreational and supplementary rather than curricular materials. We need to know what services are available and but little information is at hand for our purposes. A study has been made of services to Catholic schools by the public libraries in Detroit, Baltimore, New York, Pittsburgh, and Washington, D. C. These libraries send books to schools, distribute book lists, have class visits to branch libraries, provide for special teacher loans and give advice. In Detroit a few years ago, the public library prepared a collateral

reading list for the archdiocese which had it published. At another time, the branches provided a series of Saturday morning meetings for the nuns of three of the big parochial schools of the area. In Baltimore a Committee of Sisters meets with the children's department of the Enoch Pratt Free Library to compile book lists and the graded lessons which are such an outstanding part of its public library — Catholic school program. Children's librarians visit Catholic schools and the library co-operates in the observance of Catholic Book Week. In Washington, D. C., a Catholic Evaluation Committee acts as a liaison agent between the public library and the archdiocesan schools office. This committee of professional librarians screens and recommends books purchased by the schools division of the public library for Catholic schools, irons out difficulties, and promotes use of the library facilities. Mrs. Grace Cartmell of the Queensborough Public Library in 1948 made a study of services given Catholic children by public libraries. Pittsburgh, Chicago, Cleveland, New York, Los Angeles, Newark, and Oklahoma City are included in the article published in the *Catholic Library World* for October of that year. In every instance all possible aid was given to Catholic schools. However, we lack a nationwide picture of how Catholic schools and public libraries co-operate.

### **Service From Public Libraries**

Particularly do we lack data as to the services used and the extent to which they are used. From statistics at hand we know that Catholic children and teachers do not use all the services available today nor do they use them as fully as possible. As a matter of good school administration, of effective teaching and learning, beyond the highly desirable element of good public relations with many non-Catholic public librarians, our schools should know and use every available outlet and material of the public library. It is also possible to suggest new services or an extension of present services. We should show our appreciation of the fine spirit demonstrated by public librarians, by using and promoting their services.

Finally, we feel that some systematic study of this situation should be made under the joint auspices of the National Catholic Educational Association, the department of education of the National Catholic Welfare Conference, and the Catholic Library Association. Let it not be said of our Catholic educators and librarians, "too little and too late."

# Fostering the Habit of Reading

*Rev Dennis J. Flynn, C.M. \**

**I**N JANUARY, 1951, we began a simple experiment in silent reading. Assuming that the prevalent low reading level of high school students is attributable in large measure to the fact that they have little time to pursue reading, we set out to provide them with such time. A record of their progress would indicate the value of time so provided.

We administered to each student a standardized test to determine at the outset of the experiment his silent reading ability. The librarian planned an attractive book display of up-to-date novels discriminately chosen to satisfy a wide variety of tastes. Succeeding displays would feature books at graduating levels, such as biographies, autobiographies, nonfiction. He closed the library for one day and blacked out the glass surface of all doors leading to it. The resulting atmosphere of secrecy aroused the curiosity of every student. In this atmosphere the librarian and his assistants worked ingeniously to set up a display calculated to tempt even those least disposed toward reading. When the library was reopened, every novel on display was checked out within half an hour.

## **Inducements to Reading**

The experiment was on. Reading periods became a part of the regular school day. This was made possible at first by permitting the students to read library books of their own choice during study time previously allotted for English homework. Later the permission was extended, at the discretion of the teachers, to all or part of the homework periods for other subjects. The immediate reaction was one of aroused interest in reading. Subsequently there were gradual withdrawals of reading privileges during study time, but they resulted in no notable diminution of the newly stimulated over-all reading interest.

## **Some Results**

In October, 1952, after three semesters, a group of 11 students originally tested was retested in the significant phases of word, sentence, and paragraph comprehension. In word comprehension, one of the

students dropped 14 grade percentile points, and two, three points. However, eight showed an average increase of thirty grade percentile points. These points ranged from six to sixty. In sentence comprehension, one student dropped 12 grade percentile points, and another, 14. On the other hand, the average increase of the remaining nine students was 23 points, ranging from 2 to 47. In paragraph comprehension, the average drop among three students was 16 points; the average increase among the others was 23 points, ranging from 2 to 54, and including four students with increases above 25 grade percentile points.

After two semesters, a second group, consisting of 13 students, was retested in seven phases of silent reading ability, including the three phases mentioned above. Three showed an average drop of 15 grade percentile points. The average increase of the remaining ten was nine points, ranging from 1 to 21.

These results of the experiment show a notable regressing in silent reading ability in a small percentage of students tested, and an almost phenomenal increase in a large percentage.

Another result was the saving of valuable classroom time. More significant, however, than these results is still another: the development of the reading habit. Whereas before the experiment, reading was the prerogative of a few, it became afterward the delight of all. The introduction of reading into the regular school day provided a springboard for developing the habit of reading — an opportunity to read, an opportunity rare in the whirl of extra-curricular activities.

High school students will read if given half a chance to do so, and their reading, guarded and encouraged, will develop along wholesome lines. A recent check made within the experiment shows that 60 per cent of the books now being read are nonfiction.

# The Teacher's Morning Prayer

Beside her desk the teacher stands each morning,  
Prepared to give her utmost all the day,  
Of zealous effort for true education —  
With work a-plenty and but little play.  
She scans the smiling faces there before her,  
And then one moment bows her head to pray.

O Blessed God, who lovest little children,  
Give me the grace to keep these close to Thee.  
When aught obstructs that may impede my efforts,  
Extend Thy hand to guide and strengthen me;  
So that the seed I plant within this vineyard  
May bear rich fruit unto eternity.

These smiling children, eager and responsive

I can impress if Thou but give me light,  
To lead them onward on the path of duty;  
And make them treasure what is good and right —  
So that temptation may not ever sway them,  
Nor ever lure them into sinful night.

Here, day by day, I gladly pray and labor  
To keep these children from temptation free.

O Blessed God, who lovest little children  
Each one of these I now confide to Thee.  
I shall be worthy of my sacred calling.  
If only Thou wilt guide and strengthen me.

— *Sister M. Brigetta, O.S.B.\**

\*Principal, St. Vincent's College, Cape Girardeau, Mo.

\*College of St. Scholastica, Duluth 2, Minn.

# Book Selection in the Catholic Elementary School

*Sister Perpetua Marie, O.P. \**

THE cradle of reading is definitely the elementary school library which is fast becoming a centralizing factor today. The time is coming when elementary school libraries will be required by all states and dioceses of the United States.

Books are sound teachers and the Catholic library is the hub, as it were, of the great wheel of Catholic education. The spokes of this wheel are reaching out into eternity. The power of the library is great and we cannot tell how far its influence extends, but we know and feel that the grace of God will keep the Christian ideals of reading active in the child's everyday life and on through adulthood.

## Some Principles

The principles of book selection are, (1) to study the community, racial elements, hobbies, and leading interests; (2) to be familiar with subjects of present interests to young people — international, national, and local; (3) to be positive (every book should be of actual service to somebody, as inspiration, information, or recreation); (4) to keep in mind poor readers, selecting books which have high interest level (for example, fifth-grade interest level and second-grade techniques level). The collection may include reference, recreational, and informational reading. It will be helpful to notice young people's reaction to reading.

For the purchase of books, periodicals, and other materials and supplies and for rebinding in an organized library unit in a school of 200 pupils or less, the minimum annual budget should be not less than \$300. This would be adequate but of course none too much for a superior reserve of books.

## Varied Selection

The first duty of the librarian is to seek the needs and interest of the children, before selecting and purchasing books. After this is done and there is an understanding of the environment of the children, she may proceed more rapidly by studying courses of study in each grade.

Let children have folk tales of olden times and myths, for here is adventure. They should know tales from Paul Bunyan, Pecos Bill, Uncle Remus, and Johnny Appleseed as well as those of the Far East. These will appeal to the child's emotions and also to his humor. Then, children love stories of heroes, where they find a certain amount of romance and a historical background. Some of these are: *Robin Hood*, *King Arthur*, and *Ulysses*. Animal tales must be presented graphically; for example, the *Kipling Tales* and *Wind in the Willows*, *Walter the Lazy Mouse*, *Smoky*, *Lassie*, *Silver Chief*, and *Kari*.

For some of the older and more mature children there are Hans Christian Anderson's stories, *Mary Poppins*, *Winnie*, *Dr. Doolittle*, *Peter Pan*, and *Pinocchio*.

Children love reading about gangs and their families because they belong to these two groups in society. They will especially enjoy the Moffatts, the Poppers, *Huck Finn*, the Peterkins, and the Alcott books. A story in which one member of the family may achieve a degree of fame is shown in *The Boy Knight of Rheims*, *Dobry*, *Call it Courage*, or *The Thirteenth Stone*.

Books about other times will show the boys and girls how our heritage was built up. These would be the books of Cornelia Meigs, Elsie Singmaster, Enid Meadowcroft, and the Wilder books.

There are also science and social science illustrated stories as *Stories of The Great Lakes*, *Stories of the Great Plains*, *Story of the Mississippi*, *Prehistoric Animals*, and *So Long Ago*.

We should never omit poetry from our book selection, for children like rhythm and naturally will like it if the teacher and librarian does.

Also stories of art are excellent and most particularly the *Children's Artists*, *Blue Willow*, *Mother Goose*, *Paddle to the Sea*. In these books pictures are lovely for art appreciation and a better understanding of the stories too.

Picture dictionaries are excellent and in a small school an unabridged dictionary is

as essential as it is in a larger school. The Merriam Webster is ideal to use. Maps and atlases are necessary too.

## Periodicals

The elementary school must meet the standards of the A. L. A. on periodicals. If the school has an enrollment of 200 pupils, there should be from 10-15 subscriptions. Those most recommended are: *American Girl*, *America*, *Jr. Red Cross News*, *Boys*, *Building America*, *Child Life*, *Jr. National History*, *Jr. Scholastic*, *My Weekly Reader*, *National Geographic Magazine*, *Nature Magazine*, and *Popular Science*, *School Arts Magazine*, and *Story Parade*. Others good for the Catholic student are: *The Young Catholic Messenger*, *Catholic Boy*, *Catholic Miss*, *Manna*. Catholic comics as *Treasure Chest* and *Topix* are good to prevent reading injurious comics.

We must ask how much skill in reading must a child have attained in order to be able to read a given book with ease and fluency? For what age is each book most likely to be interesting? Is it likely to be more interesting to boys or girls or equally to both?

The American Library Association has found out for certain widely read books the age and sex and degree of reading ability of the children who have read and enjoyed them. Second it compared the books selected by the librarians with this basic list by carefully analyzing the vocabulary, sentence structure, and content of all the books.

For instance, a book on animal life may have large print: illustrations that would appeal to a child from the first to the eighth grade. However, the sentence structure may be too deep for primary grades and it would be better for eighth graders.

We must bear in mind that book selection will help not only the child but also the parent, teacher, and librarian. We must be wise in selecting books of literary merit.

Pleasure is the keynote in a child's early experience in books. First graders will want their picture books, bright posters, flowers,

\*Saint James School, Kearney, Neb.



and plants. Encourage children to choose their own books and discover their likes and dislikes.

### Make Books Accessible

The primary effort should be of the librarians to make books easily accessible. Centralization rests on three points: (1) efficiency and economy; (2) an objection to the departmental library is that it can impede study; centralization makes it possible to provide all library users with library service in every phase of work. Departmentalism suggests: How crowded is the library? Can material be obtained there satisfactorily? Today of course centralization is winning. One works solely on one subject field and therefore wants books on that subject—this is the claim of the departmental library. It is something that must be studied in your book selection program.

Teacher participation in book selection is essential. The *United States Catalog and Cumulative Book Index* is an excellent guide for any information needed in buying books. Teachers should be aware of new titles, journals, book reviews, and texts. *The Children's Catalog*, a dictionary catalog of 3400 books with analytical entries of 419 books, and containing a classified list indicating subject headings, will be a marvelous tool in assisting your book selection. For a well-rounded book selection a help which must be among your first aids is the *Catholic Booklist* edited for the Catholic Library Association by Sister Stella Maris, O.P. It can be ob-

tained from St. Catharine Junior College, St. Catharine, Ky. This guide has a special section for children and young people. Ages 4 to 9; 11 to 13; and 13 to 16 are the divisions. Don't be without this book list!

If there is no co-operation among the faculty, the book collection is apt to become weak in spots. It must be a year-round practice. The pastor plays an important role in helping to build up his school library. The principal may present to him the need of today's youth for the elementary school library.

### Help From Public Library

It would be well to go to the public library to see that there will be no duplication of books, particularly when funds are low. The American Library Association has stated that the largest school library should not exceed 10,000 titles. About five books per pupil would be a minimum which could be increased gradually and carefully as the years go on. Special attention should be given to the lower grades, since material for them is usually not so plentiful in the home.

The school library should have a definite place in the child's life the year round. It may be a box of books borrowed monthly from the public library. Nevertheless, whatever it may be, it is considered a treasure house of ideas not restricted to definite races, but welcome to all. Selecting books for children is a highly responsible job.

As we can see from the above selection for children, youth library service is most

challenging! It encourages and fosters open-mindedness and develops a thinking group of citizens. It makes them use leisure, develops hobbies, and creates responsibility.

### Helps in Selection

The attitude of the teacher-librarian is more important than her presence. The *Commonweal's* and *America's* annuals are excellent helps in book selection. Also Doubleday Doran and Co., Inc., Garden City, Long Island, N. Y., has *Reading for a Better World*, which has a Catholic evaluation. The Pro-Parvulis Book Club and The Herald are helpful. Also the Committee of the American Library Association joined forces with the Winnetka public schools and worked out an extensive list.

The pamphlet file is an excellent incentive in reading. Father Lord and others have contributed greatly to literature designed to aid the youth of today. From this proceeds the acquiring of a picture file and many audio-visual aids, film strips, slides, recordings, and transcriptions. Regularly posting for the Legion of Decency ratings of movies and radio programs is in keeping with a sound book collection.

Libraries are "universities of the people." Luther Burbank said, "A library to me was a gold mine." James J. Hill, a master of railroad building in America, had to search through book collections in various cities for aid. Walt Whitman owes much to libraries.



CATHOLIC BOOK WEEK  
AT THE PUBLIC LIBRARY

This exhibit for Catholic Book Week was setup at the public library by St. Agnes Academic School, Rockville Centre, New York.

Sister M. Rosaire, O.P., is librarian at the school. Miss Mary Kent, public librarian, at the left of the picture, is proud of the exhibit. She had a big circulation that week.

# A Primary Teacher's View of Bibliotherapy

*Sister M. Doloretta, R.S.M.\**

**S**ISTER, what are you doing to help that problem child in your classroom? Have you exhausted all means? Have you tried bibliotherapy? You haven't heard of it! Let me explain. Bibliotherapy is a technique used in treating behavior problems. It is guiding children away from bad principles and habits and leading them on to adopt sound moral principles of conduct through the correct and timely use of books. Dom Thomas Verner Moore says that the reading of books may be of essential aid in treating behavior problems in either of two ways:

1. The child reads a book in which the hero or heroine suffers from trials very closely allied to the present problem of the child. In so doing he lives out the hero's emotions and abreacts his own, that is to say, he gives vent to his pent-up affective life and obtains in this way a certain amount of psychological relief.

2. The child gleans general principles of mind which enable him to see his own difficulties from a wholesome point of view and so to manage himself more in accordance with the dictates of right reason.<sup>1</sup> The second concept is more applicable to primary grades than the first and calls for intelligent and sympathetic handling by us if this technique is to be used successfully.

## **Concerning Bibliotherapy**

Let us look into the three phases of bibliotherapy. First, we must establish a good rapport between us and the children. Second, we must select our books carefully. Third, we must follow up the lead we give the children. To complete the first phase, we must begin with ourselves. We must have pleasing personalities, which necessitate above all else emotional control. We must be friendly, cheerful, and happy so as to set an atmosphere in the classroom that will inspire confidence and respect. We must know, love, and understand children, desiring to make them more worthy members of the Mystical Body of Christ. Hand in hand with this love of children go a knowledge

and love of books, which is necessary to carry out the second phase of bibliotherapy — the wise selection of books. Only then can we use books as apt tools in bringing the little ones to complete and happy social Christian living. Our motto should be, "The right book for the right child at the right time." The reading of the book should lead to the third phase, which is very important. Even though the child recognizes and acknowledges good principles of conduct in a story, he most likely will not be concerned unless he has encouragement and help from the teacher in applying the principles to himself. Here, if we are wise, we shall take advantage of every opportunity to talk to the particular child we aim to help, at recess, after school, or at any other time. One important element of this therapy is that of time, as the change in conduct is usually a gradual one and sometimes requires many adjustments on the part of the child. From this we can see that reading one book will not effect a cure; so we must choose wisely a number of books that will bring about the change we desire.

## **Find the Cause**

Now that we have given a cursory look over the different phases of bibliotherapy, are we ready to use it? No, for in the treatment of any disease we must know the cause. So, too, with behavior problems we must first recognize the causes of them and seek to remove them. When the child comes to us in the primary grades, he has already acquired his basic viewpoints, his philosophy of life, and his methods of attacking his problems. These he gets from his family relationships. If the family situation is ideal, we shall not have many problems to solve; but if the child has neurotic parents or if his home lacks sound religious and moral principles, we shall need every means possible at our disposal to implant new attitudes and ideals. We know too that every individual has some basic needs that must be satisfied if he is to be a well-adjusted person in society. They are the need for material, emotional, and spiritual security, the

need to belong, to achieve, to love and be loved, to know, to play, and to satisfy his desire for beauty. "To satisfy these needs is a difficult task for any human being, and the happiness we find in life depends upon our ability to make adjustments to these basic hungers or to life's denials of them . . . reading the right books can actually strengthen a child for the difficult tasks involved in growing up."<sup>2</sup> The primary child is reaching out to satisfy these needs, often presenting behavior problems in the attempt to do so. It is also a known fact that, in order to be well adjusted, a person has to experience a certain amount of success. The child who continually meets failure of one kind or another will soon have a misshapen behavior pattern. We primary teachers also recognize three special traits in small children that give rise to problems — selfishness, fear, and anger.

Now that we know the causes of many of our behavior problems, we are ready to apply the principles of bibliotherapy in a general way to our class. We know that all our pupils need help and encouragement in arriving at a correct outlook on life and in dealing with their little problems; so although we may be aiming at a particular problem child, we can at the same time be of great help to the others.

## **Mother Goose Needed**

Our starting point in the matter of selection is with the Mother Goose rhymes, since they give to the child five qualities that will be helpful to him all through life — rhythm, imagination, humor, surprise, and nonsense. Rhythm if developed in the child will help him appreciate the beauty and pattern found in nature. Everyone should have his appreciation of this quality and his sense of rhythm as highly cultivated as possible. Imagination plays an important part in the life of an individual, and perhaps no other asset helps more than this to lighten a man's daily burden. If not cultivated in childhood, imagination is not likely to be a part of

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<sup>1</sup>Clara J. Kirsher, *Character Formation Through Books: A Bibliography*, The Catholic University of America Press, 1944, p. 5.

<sup>2</sup>May Hill Arbuthnot, *Children's Books*, Scott, Foresman and Co., 1947, p. 10.

the adult's mental and spiritual equipment. Humor without a doubt is a balance wheel all through life. He who cannot laugh at the absurd things in life will have a difficult time preserving mental health. Surprise takes away the drabness of things by teaching one to feel that something interesting is just around the corner. It adds thrill to life. Nonsense has a place as comic relief and is a great aid in relieving emotional strain.<sup>3</sup> These choice little morsels can be sandwiched in between classes for enjoyment, or to relieve strain whenever going is a bit rough. No child should leave our primary grades without knowing dozens of Mother Goose rhymes.

### Poetry for Children

Besides the Mother Goose rhymes we have at our disposal many, many poems to fit every individual and every mood. In addition to nonsense rhymes, there are little gems such as those found in Mary Dixon Thayer's book, *The Child on His Knees* (The Macmillan Co., 1931), which contains the beautiful poem, "Lovely Lady Dressed in Blue." May Hill Arbuthnot has compiled a book, *Time for Poetry* (Scott, Foresman and Co., 1952), containing poems of every variety; this book is a *must* in every school. Poetry gives the child a sense of appreciation of the finer things in life, thereby helping to satisfy his desire for beauty.

Our story hour should be one of the most delightful times of the day both for us and for the children. We can accomplish more in character training than at any other time outside of the religion period. We have as our Exemplar in this period of teaching the divine Teacher Himself, Christ, who taught mainly through the use of parables. Can we improve on His method? To be of benefit to the child, our story period should be well planned from the viewpoint of a therapist aiming to strengthen desirable traits in the children as well as to correct bad habits and attitudes. It is a wonderful way to relieve the emotional tension for those in need of it; to bolster up those who may feel inferior in one way or another—perhaps unwanted or unloved; to conquer fears so common among children—fear of the dark, of the unknown, of noises; and to impart knowledge as well as to help satisfy the other universal needs.

### Books Catholic in Tone

We Catholic teachers should select books

that are Catholic in tone always. For primary children what can be better than some of Father Gerald Brennan's stories to clinch in little minds the truths that will see them through many of the battles of life. There are many books that will help us in building up a loving confidence in God in little hearts. One of these, *The Child's Grace* by Harold Burdekin (E. P. Dutton & Co., Inc., 1938) is a book that will link up the natural and happy hours in a child's life with the realization of God's love. Another is *The Lord's Prayer* (Doubleday and Co., 1934), beautifully illustrated by Ingrid D'Aulaire, which stresses particularly the coming of the Kingdom of God, resistance to temptation, and gratitude for God's gifts. The child who has a firm conviction that God is his Father who loves him, cares for him, and watches over him at all times, has gone a long way in fortifying himself against reactions that make for behavior problems. The little tyke who comes from a broken home may think no one loves him; but as soon as he realizes that Someone does care, he will take courage and try to do better.

The Golden Rule in concepts easily grasped by small children comes bundled up in a tiny package entitled *If Jesus Came to My House*, by Jean Gale Thomas (Lothrop, Lee, and Shepherd Co., 1951). It is written in verse form and indirectly suggests some ways to carry out the precepts of the Golden Rule, stressing particularly kindness and generosity. *Geraldine Belinda* by Marguerite Henry (The Platt and Munk Co., Inc., 1942), stresses unselfishness and generosity. *Wait for William* by Marjorie Flack (Houghton-Mifflin Co., 1935), teaches thoughtfulness; *Timothy Turtle* by Alice Vaught Davis (Harcourt, Brace, and Co., Inc., 1940) shows that kindness always pays.

### Co-operation at Home

Books on the home, mother, father, brothers, and sisters help the child to satisfy his need for security and the need to belong. Some suggested titles are *Ask Mr. Bear* by Marjorie Flack (The Macmillan Co., 1942), which tells how a little boy shows his love for his mother. *The Happy Family* by Gertrude Elliott (Simon and Schuster, 1947) is a good story of family life where all work together. *Papa Small* by Lois Lenski (Oxford University Press, 1951) stresses co-operation in the home. *We Are a Family* by Inez Hogan (E. P. Dutton Co., Inc., 1952) stresses family security.

How do you answer that "eternal why?" It is just an outgrowth of the need to

know. Many children learn easily, but what about the very slow child? He still has that need to be satisfied; and if his need is not considered, behavior problems are likely to result. Books that will help us with problems of this nature are, *Now It Is Fall* by Lois Lenski (Oxford University Press, 1948), *A Trip to the Yard* by Genevieve Cross (Cross Publication, 1952), *All Around You* by Jeanne Dendick (McGraw-Hill, 1951), *Every Day Weather and How It Works* by Herman Schneider (Whittlesey House, 1951).

### Golden Rule

"I don't want to!" and similar expressions are symptoms of selfishness, disobedience, or perhaps even a cover-up for a hidden fear. For correcting selfishness, the books I have mentioned under the Golden Rule are good. We also have such books as *Yonie Wondernose* by Marguerite De Angeli (Doubleday and Co., 1944), which shows how a little boy overcomes a bad habit and receives a big reward; *Down, Down the Mountain* by Ellis Credle (Thomas Nelson and Son, 1934) stresses self-sacrifice; *The Saggy Baggy Elephant* by K. and B. Jackson (Simon and Schuster, 1947) shows how a little elephant learned how to be content and happy just as God made him. For checking disobedience, *Poky Little Puppy* by Janette Lowrey (Simon and Schuster, Inc., 1942) shows how obedience often brings a pleasant reward, while *Teddy Bear and Bumpkin Hallow* by Sharon Boucher (Rand McNally and Co., 1948) shows how disobedience is punished. We can help overcome fears with such books as *Boo, Who Used to be Scared of the Dark* by Munro Leaf (Random House, 1948) which stresses the folly of fears; *While Susie Sleeps* by Nina Schneider (William R. Scott, Inc., 1948) is reassuring and appealing as the happenings of the night are explained; *The Great Big Noise* by Ruth Cromer Weir (Wilcox and Follett Co., 1948) helps overcome the fear of the unknown by tracing unrecognized sounds to a very comical source.

### Industrious Characters

Laziness, if it is not the result of physical ills, can be overcome by reading such stories as Wanda Gag's *Nothing At All* (Coward-McCann, Inc., 1941), which stresses the fact that one must get busy if he is to amount to anything; *Tootle* by Gertrude Crampton (Simon and Schuster, 1945) which stresses perseverance at a task—here we can draw a good parallel with our journey to heaven; *Red Rooster* by Edna Boutwell (American Book Co.,

<sup>3</sup>Johnson, Scott, Sickels, *Anthology of Children's Literature*, Houghton, Mifflin Co., 1948, pp. 3-4.



1950), which shows the importance and necessity of work.

The literature of humor and even nonsense has a therapeutic value we cannot afford to overlook today. It is our responsibility to help the child discover books which provide him with an inner playground of wholesome delight to which he can escape for a while when he needs a change.<sup>4</sup>

When children have been working steadily or when there seems to be a tension in the class—perhaps teacher's nerves are on edge—what better treatment can be given to relieve the strain than some delightful nonsense story? A much-sought author is Dr. Seuss. His little story, *Bartholomew and the Oobleck* (Random

<sup>4</sup>May Hill Arbutnot, *op. cit.*, p. 9.

House, 1949) is an excellent example to read at such a time. *Andy and the Lion* by James Daugherty (Viking Press, 1949) gives us gay exaggeration. *The Fun Book* by Munro Leaf (J. B. Lippincott Co., 1941) has irresistibly funny pictures and teaches elementary rules the easy way.

I could go on and on mentioning various books without end, but the main purpose of this article is to arouse the interest of primary teachers so that we shall all realize our responsibility in the correction and prevention of behavior problems. We know that juvenile delinquency is due to improper emotional habits developed in early childhood. It is our duty to do all possible to help overcome these ever increasing serious problems. There is a wealth of

excellent book material available for our use. It is not only our privilege but our duty to become acquainted with this material and to use it in our class work. The fine bibliography worked out by Clara J. Kircher, from which I quoted at the beginning of my paper, should be of inestimable help.

In the wise use of bibliotherapy we shall reap our reward even in time by seeing our pupils develop into happy, well adjusted citizens. But our greatest reward will be to hear from the lips of our Lord and Master the beautiful words, "Well done, good and faithful servant . . . as long as you did it for one of these the least of my brethren, you did it to me."<sup>5</sup>

<sup>5</sup>Mt. 25:21, 40.

## The Case of Comic-Bookitis

Joyce Psota \*

**E**DUCATORS, psychiatrists, social workers, clergy, parents, and courts are finding themselves in the doctor's shoes. They are the ones who have to diagnose the case of children afflicted with comic-bookitis. Theirs is the decision as to whether comics are a menace or a benefit to children. Theirs is the decision as to whether or not the sale of comic books should be unlimited, more strictly censored, or banned. The world is waiting for their prescription.

The diagnostic prescription is not an easy one, nor the same for every child. Consideration must be given the child's character, the number and type of comic books read, and the effect produced upon the child reading them. Because it is highly improbable and impractical that each case be treated individually, the diagnosis must be made for children in general, and must be for the benefit of children, adolescents, and society as a whole.

Imagine that you are the doctor. You are to make a prescription for treatment of the world's case of comic-bookitis. Is it a serious disease or is it a normal function of learning? Is your prescription going to be one that is preventive, remedial, or the kill-or-cure type? The following facts

must be considered before you can give a prescription.

### The Facts

It has been said that comic books are a primary factor in the present-day trend in violence and brutality and the increase in juvenile delinquency and crime. We know that crime does not pay, but publishers have discovered that crime comics do. Comic books have proved one of the greatest book publishing successes in history, with comics being read in such quantities that their influence is unlimited. Such a source of influence should be handled with care!

Comic books have come to us through an evolution. Comic strips were in existence long before the comic books. Comic books, as we know them, were begun in 1934. The original purpose of comics—the amusement of readers—has long since vanished in the tide of present-day comics devoted to practically everything but amusement. When comic authors and artists discovered that they could sell more papers by worrying than by amusing people, naturally their efforts were turned from amusement as their purpose. If the demand was for other than funny comics, the supply would be, too. And, with a large profit the end in view for comic

publishers, it is difficult to control the types of comics published.

In 1951 content of comic magazines was analyzed to determine the amount of truth in the impression that crime stories dominated the comic magazines, while humorous content was restricted. The analysis classified the comic content into 11 main types. Under the classification "Western Stories" were the plots in which the horse-riding, gun-slinging hero brought the outlaw to justice. "Adventure Stories" included those stories wherein the hero brought the outlaw to justice, not necessarily with the aid of boots and saddle. "Animal Antics" presented animals in humorous situations; "Adult Antics" and "Adolescent Antics" presented humorous characters in humorous situations. "Love Stories" had as their central theme heart-break. "Detective Stories" were of criminals brought to justice in metropolitan areas. "Superman Stories" included those of characters with extraordinary powers solving a multitude of problems. "Children's Antics" involved such familiar characters as Nancy and Sluggo. "Jungle Stories" presented clashes between persons and animals in jungle meetings, and "Sports Stories" might be true stories of athletes, or stories of imaginary athletes.

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Although the data obtained indicated that the number of pages devoted to humor and crime in comic books was approximately equal, only about one third of all comic content is devoted to humor.

### ***Their Influence?***

During the winter of 1950-51, the Kefauver Committee made an interview-type research of comic books. Inspired by the charge that juvenile delinquency had increased considerably during the preceding five years as a result of the increase in so-called crime comic book publication, the committee prepared a report on their research. They had interviewed 65 public officials, including J. Edgar Hoover, eight child-guidance experts, the acting director of the Federal Bureau of Prisons, and ten publishers of comics. The senators formed no opinion of their own, but merely quoted testimony of those interviewed. Most of the testimony expressed the doubt that comic books had much, if anything, to do with delinquency.

In answer to the Kefauver Committee report, Dr. Fredric Wertham, noted psychiatrist, held that what could be traced more or less directly to crime comic books as one factor was that the forms of delinquency had changed, there being more acts of violence and brutality by children than existed a decade ago.

In the summer of 1951, the Cincinnati Committee on Evaluation of Comic Books issued a rating of comic books, those receiving low ratings doing so from the standpoint that children reading them might have bad dreams, become frightened, or experience general emotional upset. An encouraging discovery during this rating was that some publishers reported their best-selling comic books were those rated highest by the Committee. Such a discovery makes one wonder why the publication of low-rated comic books is still continued.

### ***Juvenile Critics***

A more recent practice is that of children rating their comics themselves. Educators readily agree that children should be taught to discriminate between bad and good. Not only should children be able to discriminate between bad and good, but also between good and mediocre. A sixth-grade class in Philadelphia proved themselves more than capable of rating their own comics. They set up the following criteria for evaluation of comics.

1. Is the art work good? Does it have good color, variety, and clearness of drawing?

## **CATHOLIC PRESS MONTH**

"Only the Catholic Press Gives You the Catholic View" is the theme for Catholic Press Month, 1954.

The whole month of February is observed as Catholic Press Month under the auspices of the Catholic Press Association. The Association has prepared a Catholic Press Month Kit to help parishes, schools, and other organizations in planning activities. The Kit contains an official poster for Catholic Press Month; Sermon Topics folder (to assist priests and lay speakers); a School Playlet by Rev. Demetrius Manousos, O.F.M.Cap. (for junior and senior high schools); How to Plan for Press Month (gives information sources for newspapers, magazines, pamphlets, and books and data on Catholic Book Week, Bible Week, etc.); and How to Run a Press Exhibit. The Kit may be obtained by sending one dollar to E. C. Walsh, Catholic Press Association, 150 East 39th St., New York 16, N. Y.

2. Is the printing good? Is it clear and easy to read? Is it well placed, with adequate spacing between words?

3. Is the language good? Is it simple and clear, with good grammar?

4. Is the language offensive? Is there use of jargon and slang, vulgar and obscene language? What of the treatment of minority groups?

5. Does the story hold your interest? Has it a good plot? Is the story believable, and does it have variety?

6. Is the characterization good? Believable? Consistent? Are good standards of conduct depicted?

7. Does it give a good picture of American life and tend to foster American ideals?

Such worthy criticism from sixth graders causes adults to sit up and take notice of children's critical sense, and recognize the obligation to develop and guide it.

### ***Comics and Education***

One of the chief dangers inherent in comics—that of their being an escape and thwarting, distorting experience, educationally and emotionally—might be avoided if comics met these sixth graders' criteria.

The remedy for bad comic books appears to lie with education, for together with religion, education is one of the world's greatest antidotes for evil, untruth, and mediocrity.

Some educational leaders have called comics the "rescue of education." When we consider the ideal of equality of educational opportunities as an object of primary importance, comic books might become the medium through which the equality in education could be achieved. Their value might appear in the teaching of reading, remedial reading, and reading ability.

All educators readily admit the power of the visual image as superior to that of the spoken word. Why not adapt the comic medium, animating ideas and revitalizing lessons in education. The comic cartoon seems to be the only fully developed visual technique neglected in education. Maps, charts, lantern slides, diagrams, photographs, artistic illustrations, posters, pictographs, educational movies, and film strips are proving their value, and television is a potential aid, in the classroom. Why neglect the comic medium?

Motivation is half the learning battle won, and comics have proved their power to arouse interest. Comics might be used as a language clarifier, better reading the ultimate goal. Of course, steps must be taken to keep the reader ever advancing and steering clear of oversimplification in learning; and it cannot be overemphasized that cartoons should never attempt to be a substitute for language. Comic learning could merely be the antecedent of advanced reading and forming of ideas and concepts, not the substitute.

### ***Your Diagnosis?***

Are you still with me, doctor? You have been presented some of the facts and symptoms of comic-bookitis, and now you must make your diagnosis. Is comic-bookitis a disease or a normal function of learning? Does the good accomplished by comics outweigh the bad influence they have? Should present comics be banned and the medium adapted for use in the educational world? Would the action of parents and children to evaluate all comics and condemn the bad have the desired effect—that of keeping good comics on the market, encouraging reading that is not assigned in schools, and furnishing economical entertainment? Wouldn't comic publishers stop trying to make a fortune from bad comic books if they found the demand was definitely for a superior type?

You have your pencil handy? What is your diagnosis? Then, what is your remedy? Have you a preventive measure to thwart the recurrence of comic-bookitis? Is it a kill-or-cure treatment?

# Comics and Language Patterns

*Sister Maristelle, O.S.B. \**

**M**ANY heartily agree that the majority of comic books are badly written. Slang expressions (hey guys, bust 'em one on th' snout!) misspelled and distorted words flow abundantly through the vast stacks of newsstand comics. Many a teacher, after drilling on proper pronunciation and enunciation, correct spelling, proper word meaning, and correct sentence structure, often sighs and loses hope at the little progress her pupils are making along these lines. Can it be that the drawback lies in the ungrammatical material gleaned from the comic books?

Robert Thorndike of Teachers College, Columbia University, answers a strong affirmative to this question. He made a study of comic-magazine vocabulary and concludes that a comic magazine contains about ten thousand words of reading matter. If a child reads a copy of a magazine once a month, he covers in a year a total of more than 120,000 running words—roughly twice the wordage of a fourth- or fifth-grade reader. But in the reading the child will have imbibed five things. He will have acquired much current "slang." He will have lost his taste for good grammar. He will have formed a habit of sliding over words which he does not know. He will have put himself over and over again into a state of hyperexcitement where nothing but the most thrilling can give him adequate satisfaction.

One diocesan supervisor has let it be known that he opposes *all* comics because they keep their readers at the kindergarten or first-grade level. Ultimately pupils must rely on words as the main factor in their intellectual development, particularly on words associated with reality. It is conceivable that prolonged reliance on pictures in instruction may retard verbal imagery and may possibly result in the inhibition of the power of abstraction and of reasoning from reality. Comics might thus easily become an escape from reality. Again, Tony, who should be out-of-doors fishing and enjoying nature, lies on the basement floor reading the latest thriller.

## **Some Substitutes**

To bring comic reading to normal proportions is to have accessible an abundance of excellent substitutes so that Tony will not have to say, "I read the comics for pastime." Give him a chance to own some good books. Be sure the vocabulary is not too difficult. Probably the best antidote to the comic magazine is to be found in any well-stocked library of desirable books. For the child of any age there are plenty of well-written, beautifully illustrated books. Teachers stressing the emphatic need of a library growing in good books may meet many obstacles but in time results will be gratifying. Any teacher knows the superior value of Father Brennan's book, *The Good Bad Boy*, over the comic, *Crime Incorporated*.

Another positive means is to receive regularly and use faithfully good magazines as *Mine, Hit, Mamma, Working Boy, Catholic Miss, Catholic Boy*, and a host of other periodicals written in the best of language at a grade school level. *The Messenger Series* and *Current Events*, also, give excellent teaching material and provide interesting and worth-while reading for eager children.

Some adolescents, usually good readers, recognize the superior quality of good books and magazines, that they are better written, are more sensible, can be read with pleasure, and have lasting value. But what is to be done with the vast majority, whom one might class as "comic fiends," who avidly devour a comic a day just for the thrill they get out of it?

Professor W. Sones of the University of Pittsburgh says that whether comics are to be positive or negative in their effect can be controlled. When one ignores, ridicules, or forbids them, he only stimulates interest; the forbidden fruit is made more attractive and an opportunity is lost to share an interest with the child. On the other hand, both in school and at home, this interest may be capitalized to promote many lines of desirable growth. Objections should be turned into a positive program for comic improvement. One must

work with rather than futilely against the comic strip artist and thus mold this attractive medium to educative purpose.

## **Some "Different" Comics**

"But what can we do?" teachers ask. Teachers can change the world as Father Keller put it. Yes, teachers can change the comic world. Since children will read comics, the teacher should see that they have easy access to the higher types of comics.

Some of the better types are Catholic comics. *Topix*, published by Catechetical Guild, is good. Its content includes lives of saints, Catholic heroes, animal stories, and various other features suggested by the young reader. Art work and printing are average.

George Pflaum Company offers the bi-weekly *Treasure Chest*. This is an excellent, highly professional, slick-covered, action-packed comic book "of fun and fact." It is as inviting a book as any of the vulgar variety.

The Gilberton Company publishes comics which reproduce classics like "Moby Dick," "Tale of Two Cities," "Rip Van Winkle," etc. This series is devoted to the classic tales of literature rather than to wild fantasy and sensation. Great care is taken to make each story as authentic as possible. Some teachers prefer to give the comic book to the child after he has studied the classic.

## **Teachers Can Help**

Comics, the best of them, are merely accessories. Their exact value as formal teaching aids is yet to be ascertained. Teachers can and should aid children in learning to discriminate among the comics as among other forms of reading. Choosing good literature is *not* a gift. It must be developed. While the teacher cannot choose the comics for the children, she can help her pupils to evaluate differences in quality and worth, always remembering that tastes and discrimination develop slowly. In an English class she may ask the children to pick out a certain number of misspelled and distorted words, even slang expressions. This will bring home to them the

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fact that they are present in comic-book content. Please, teachers, do not give up if results are not immediate or perfect. Every effort in this regard far outbalances the harm resulting from neglect.

Teachers can also inform parents and urge them to be critical in their judgment of selecting comics for their youngsters. Suggestions such as these may be made to them:

### Parents Can Help

Ask parents to have a special magazine come in the child's name. Children love to see their names in print. Too, this will eliminate buying trash from the newsstand.

Suggest that parents set aside a particular time for study and reading at home. In this way reading can be supervised. Too, other activities like clubs, games, etc., will not crowd out the valuable time spent in reading good literature.

Teachers can challenge children who might be led to emulate some of the silly and spectacular antics of characters in comic books to evaluate such heroics according to common sense standards. For instance, show the child that superman with his cruel injuring of human beings is just the reverse of the saints who restore life. Superman to exaggerate his power kills the man by twirling his hair and

dashing him down the precipice. St. Benedict radiated his fatherly power when he restored life to the little child, as told in *Hero of the Hills*. Children will sense the difference.

In conclusion, teachers must remember that the general type of comic shatters the child's ideals of perfection in English by using poor spelling, slang or slipshod expressions, word distortions, and faulty pronunciation. The child loses his taste for a truly cultural language and lessens his sense of artistic values. Comics have become "big business" and teachers have a "big job" to strive to keep beautiful language patterns, beautiful.

## Tests Found in Scripture Is this NEW?

Sister M. Constantia, S.C.L.\*

COMMENTING on the fact that many methods and techniques heralded by educational writers as *new* are really built on ideas that were known and used ages before, Sir John Adams wrote:

... as soon as I have an idea . . . I think is new, I find my way to the shelves in my library where Plato and Aristotle live, and in their pages I am all but certain to find my brand new idea sketched out in some form or other.<sup>1</sup>

This, he adds, need not be offensive to the discoverer of the idea, but it should rather give him a gentle satisfaction that "a certain new idea turns out to be really old."

Sir John Adams' practice is praiseworthy, but why should not the modern educationist search *The Book* which in itself is a library? Would we not have even greater satisfaction if we found in Sacred Scripture—the Word of God—the pattern for our own ideas?

In an article written in 1929 when the objective test was commonly known as "the New Type Test," Norma V. Schieman wrote that this *new* type of test dated back to Biblical times. From the Bible she quoted the text to prove her case, and then

### CATHOLIC BIBLE WEEK

February 14-21

The third annual Catholic Bible Week will be observed February 14-21, 1954.

The observance is sponsored by the national center of the Confraternity of Christian Doctrine 1312 Massachusetts Ave., N.W., Washington 5, D. C.

raised the question: "Might not this be the earliest objective test on record?"<sup>2</sup> The Bible text cited by the writer is Judges 12:5-7.

"The *validity* of the Galaadites' test was determined by attestation of *fact*: the Ephraimites could not pronounce *shibboleth*. The pronunciation *sibboleth* was in all probability a case of dialectical variation among the tribes of the same nation and speaking the same language.

"The number of cases (42,000) was certainly large enough to establish reliability. Might this not be the earliest objective test on record?"

Commenting on this example of an early objective test, C. C. Ross strikes an almost humorous note, and seems to ridicule the modern test reviewers when he says, "It was indeed a *final* examination, but doubtless measuring *experts* (italics mine) today

would point out that in spite of a rather high degree of objectivity, there were certain dubious features: it was oral; it was very short, and the mortality rate was great."

### The First I.Q. Test

Tests of mental ability (what we commonly call I.Q. tests) also are thought to be comparatively new. They came into popular use in the schools shortly after world War I. But these too find their pattern in the Bible. In 3 Kings 10:1 is the first account of the administration of an I.Q. test.

The Queen of Saba did not believe all the rumors about the highly gifted genius Solomon. She wanted objective evidence of his wisdom so she herself went to administer to him an individual I.Q. test. The Sacred Writer gives the graphic account:

"And the Queen of Saba having heard of the fame of Solomon in the name of the Lord, came to try him with *hard* questions."

We do not know what the questions were, but the test must have been comprehensive for she "spoke to him all she had in her heart." Evidently she had sufficient sampling so that she could establish the reliability of her test. Solomon, "when

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<sup>1</sup>"Literature by Infection" by Sir John Adams. *School and Society*, v. 29: Apr. 6, 1929, p. 429.

<sup>2</sup>"The Earliest Recorded Objective Test," *School and Society*, v. 29: June 1, 1929, p. 702.

tried (tested) was not found wanting." He probably earned a perfect score! The Sacred Writer continues: "Solomon informed her of all the things she proposed to him: there was not any word the king was ignorant of, and which he could not answer her!"

The Queen of Saba also anticipated the Progressive Education Association in its program or plan for evaluation of schools now adopted by the North Central Association for accrediting schools. She did not rely on the test alone. She *evaluated* the whole situation — the building, the equipment, the administration, even down to the maintenance staff. The account continues:

She saw the house which he had built . . . and the meat of his table; the apartments of his servants; and the order of his ministers and their apparel; and the cupbearers; and the holocausts, which he offered in the house of the Lord.

Solomon merited "unqualified approval" from his exacting examiner for she said to the King:

The report is true, which I heard in my own country concerning thy wisdom. And I did not believe them that told me, till I came myself, and saw with my own eyes, and have found that the half hath not been told me: thy wisdom and thy works exceed the fame which I heard. Blessed are thy men, and blessed are thy servants, who stand before thee always and hear thy wisdom.

### Character Tests

Character and Personality Tests are among the most recent newcomers in the educational area. New tests are being tried and put on the market: tests for guidance and counseling purposes. But after reading the Queen of Saba's report and her glowing approval of Solomon's wisdom we are not surprised to find Solomon using this *new* (?) technique. Is not Solomon's test to determine the true mother of the child claimed by two women, a perfect example of the placing of a test situation for discovering a character or personality trait, and then observing the reaction of the examinee in order to get an index of his character or personality?

Modern schools put great stress on testing to discover individual differences, and

then adapting methods and curriculums to meet these needs. Sir John Adams here would probably aptly point out that Plato (400 B.C.) recognized the problem of individual differences and proposed a "three-track" curriculum to take care of those differences. Plato divided his ideal society into three classes: workers, protectors, and rulers; and advocated that persons suited to each class should receive education adapted to develop to the fullest their individual potentialities and personalities.

### Individual Differences

But the Parable of the Five Talents also is the classic example of the recognition of individual differences. It would indeed be difficult to find the teacher who has not capitalized on this parable to encourage the underprivileged child to keep on trying; to goad the lazy pupil with moderate ability to make his A.Q. (Accomplishment Quotient) measure up to or be consistent with his I.Q. (Intelligence Quotient); and to inspire the gifted student to plumb the depths of his God-given capacity and make the best possible use of his talents for the honor of God.

Who has not reminded his students that the servant was punished not because he did not earn what the others did, but because he did not use the talent he had received? The use of the individual progress chart in which a child competes against his own record rather than against a fellow student is the implementation of the lessons of this parable of the talents in modern educational practice!

A discussion of testing would not be complete without an attempt to answer the perennial questions: Do tests really motivate learning? Should an instructor give students an idea of what he expects them to know for the final examination?

The Bible gives the answer to both of these questions. We should be the last to

deny that "Remember your last end and you will never perish," is true motivation for our *final* test.

### The Final Test

Christ, the Model Teacher, thought it worth while to tell us what He expects us to have accomplished before our *final* test. He described this final test immediately after He gave the parable of the talents:

"And when the Son of man shall come in His majesty, and all the angels with Him, then shall He sit upon the seat of His majesty (an awe inspiring examination board indeed for our final R.I.P. Degree) and all nations shall be gathered together before Him, and He shall separate them one from another, as the shepherd separateth the sheep from the goats; and He shall set the sheep on His right hand, but the goats on His left" (Mt. 26:31-33).

What does the Just Judge demand from those who intend to earn a "sheepskin" for heaven? He states definitely:

"Then shall the King say to them, 'Come ye blessed of My Father, possess you the kingdom prepared for you from the foundation of the world. For I was hungry, and you gave Me to eat; I was thirsty, and you gave me to drink. I was a stranger, and you took Me in; naked and you covered Me; sick and you visited Me. I was in prison and you came to Me. . . . Amen I say to you, as long as you did it to one of these My least brethren, you did it to Me!' (Mt. 26:34-40.)

If this test were reviewed for Buros' *Mental Measurements Yearbook*, it would rank high. It does not call for merely factual information, but for functional knowledge — the application of Christian principles in social living! The "goats" fail not because they lacked knowledge of the principles of right and wrong, but because they failed to implement them in life's work.

Should one cram for this final test? No, indeed, our Teacher — the Master Teacher — warns us to prepare day by day:

"Watch therefore, for you know not the day nor the hour." Surprise quiz? Perhaps! So you see, if you think you really have a new idea in testing, why not "search Scripture"? You will in all probability find its pattern there!



The Sermon on the Mount

— G. C. Harmon

# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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## THE LIBRARY AND ITS PASSERS-BY

### Columbia Bicentennial Editorial No. 3

Part of the sixth panel in Columbia University's Exhibit on *Man's Right to Knowledge and the Free Use Thereof* contains the quotation by Paul Valery which appears on the left wing of the Palais de Chaillot, in Paris:

"It all depends on him who passes by, whether I be tomb or treasure-house, whether I speak or remain silent; it is up to you alone, friend, enter not without desire."

Here we have emphasized what is not too often emphasized in these panels, the importance of the individual and his attitude toward learning. You might have all the resources of the greatest universities in the world combined with the Vatican Library, the Library of the British Museum, and the Library of Congress, and people would pass by because they had no desire. For the overwhelming mass of people libraries are tombs rather than treasure houses. They are mausoleums. For such passers-by a book is not "the life-blood of a master's spirit embalmed and treasured up on purpose to a life beyond

life." It is as dead as a tomb rather than speaking the eternal verities of life. Yet these instruments of learning are available to the man of desire and the man of curiosity, and they shall repay him in terms of the energy and diligence with which he brings his native capacity, his training, his experience, and his attitude toward knowledge in his search for it. — E. A. F.

## LIBRARY AND SCHOOLS

We are glad to publish in this issue an article written at our request by Richard J. Hurley of the department of library science of the Catholic University of America. It reveals what has been going on in school-library relationship for a number of years without any great consciousness on the part of Catholic education as to its processes or its dangers.

We have great appreciation of the service that the library renders not only generally to the public, but more particularly to the schools and to the Catholic schools. Personally we feel a warm appreciation of the spirit and quality of library service in this country. In our younger days we knew librarians in the public library that rendered assistance and understanding service, to me as a young student, that cannot be measured. I am sure that in many places this same kind of service has been rendered to Catholic schools by the public library.

We have noted heretofore several times the unwise centralizing tendency or proposal to organize under a public school authority all the educational instrumentalities of a community including libraries, museums, recreational facilities, health departments, as well as schools.

A fine quality and spirit of service has been rendered to many Catholic schools by many public libraries in this country. Through the independent library board and library this service has been rendered more effectively than it can be through the ordinary public school system, assuming each service is to be continued. Certainly the technical aspects of the service are performed better through the library organization than through a school with a different emphasis and sometimes foolishly conceived as competitive rather than co-operative. All educational agencies in any community ought to be co-operative, including the public and parochial schools. The decentralization of this educational authority in communities as at present organized is the wisest way to secure the best consideration of each of the factors entering into the educational program. With all of the talk of decentralization of authority from the Federal Government

to the states and local communities, it might be consistent with such a program to keep the local agencies as at present decentralized.

Certainly, as Mr. Hurley suggests, the National Catholic Educational Association should take notice of the development and should attempt to work out as suggested a program in co-operation with the department of education of the National Catholic Welfare Conference and the Catholic Library Association. — E. A. F.

## MEN TEACHERS!

Has this situation any significance for Catholic schools? Mrs. Bessie Cramer, director of special services of public schools for the District of Columbia, tells a Congressional investigating committee of the dearth of male teachers in the public schools.

So many delinquents are boys "who have no father figure in their lives." She says "He's out of the picture or he's nothing to be proud of."

She adds that these youngsters "live in a women's world — and I abhor that."

She pointed out, too, that the elementary schools are in strategic position to aid these children.

What of male teachers in the elementary school? What of male teachers in the secondary schools? Should Catholic education be examined from this point of view? — E. A. F.

## THE AIM OF RELIGIOUS INSTRUCTION

### Are We Really Teaching Religion? No. 1

Frank J. Sheed has published a rather striking, even a shocking, pamphlet on, "Are We Really Teaching Religion?" It is an unusually frank facing of the problem and stating the conclusions as frankly. It has none of the pietistic phrases of self-complacency to which we have been accustomed. There is none of the Pharisaic, "I thank Thee I am not like my neighbor." It is refreshing and should be stimulating.

Mr. Sheed starts off on high ground in discussing the aim of teaching religion in Catholic schools. It is not merely knowing the answers to the Catechism or stating the proofs for the Christian dogmas. It is not knowing the practices of Catholic life which ought long since to have been made sure habits in the life of the child. It is not knowing about saints and about the Church. The "indispensable minimum," he says, "is that the Catholics coming out of our schools



should emerge with a tremendous devotion to Christ, our Lord, with an awareness of Him, a considerable knowledge of His life and personality, and a desire to increase that knowledge." And he adds, "If they have got that, they are all right; even if they have got nothing else, they are still all right, they will come to very little harm."

He sets up four tests of whether this aim is achieved in Catholic schools, and in his judgment it is not achieved when measured by these tests. Other tests could be used, but let us state Sheed's tests.

1. Do Catholics know enough about the doctrine of the Church so that they could enlighten the outsider who comes along seeking help, expounding the main

doctrines of the Church so that the inquirer will wish to pursue it further with a priest?

2. Do Catholics really want to go to heaven, not necessarily at once, but in their life do they desire not simply to avoid hell but to embrace heaven?

3. If a Catholic were to find in his bedroom a religious book and a novel, which would he pick up—waiving aside the mood when perhaps all of us would like a novel?

4. Do Catholics who have received the gifts of truth and life of the Church, feel anguish and do something about it—*for those who do not have such gifts?*

In Sheed's judgment, the instructed Catholics today coming out of our schools

do not have the attitudes and habits implied in these questions—even practical Catholics. This is Sheed's summary:

"On this mass of evidence, I can only state my own conclusion that even with those who are really devoted Catholics, religion has not for the most part *taken* in that kind of way—the Sacraments, yes, thank God; the Mass, yes, thank God; but you don't feel the whole Catholic outlook on life profoundly comprehended or really very much adverted to: and of course sadly large numbers have dropped Mass and Sacraments altogether."

This is furnished you as a basis of meditation and reflection of what has been and is happening in your schools.—*E. A. F.*

## Guiding the Learning Process

*Mother M. Bernadette, O.S.U.\**

**L**EARNING is the acquisition of knowledge or skill received by instruction or study; the process of modifying or changing a person's equipment of controls of thought and action. Learning, like any procedure intended to become habitual, requires, in the first place, instruction as to the manner of performance; in the next place, correct repetition of the act.

An archenemy of our students' happiness is the feeling of inadequacy and the sense of failure that result from their inability to derive intellectual pleasure from their studies. If school life is to be a series of successes rather than a succession of failures, we must strive to provide the conditions for intellectual growth in an atmosphere of contentment. If our students are inspired with confidence, they will put zest into their learning. The inspired person does not shrink from a challenge.

### **Making Learning Effective**

Trial and success learning consists in selecting the appropriate operations and organizing them. Students need to be challenged and directed, if in their study they are to attain a maximum efficiency with a minimum of effort. When their first attempts approximate the answer their attack on the next problem will be more

Books you lie there; the fact is you books must know your places. You'll do to give us the bare words and facts, but men come in to supply the thoughts. That's my small experience.

—*Herman Melville*

spontaneous. They "get their second wind" and begin to experience the thrill of achievement. To arouse in his students an enthusiasm for study that will result in joy in learning is the gigantic task of every classroom teacher. It cannot be done without instilling sincerity of purpose.

Recognition of the principle of perceptual learning and association of ideas is behind the emphasis on visual education. In the study of foreign languages when an English word and its foreign equivalent are shown in contiguity, association of ideas is effected. When students are led to observe with different purposes at different times, as in the study of geography, maximal results can be more easily obtained. Why does that rather vague and meaningless whole, the map, remain for many students vague and meaningless? Is it that the use of the map is not always purposeful? When maps are examined at one time to find out about the mountains of a country, again to note the river systems, at another time to study the coastline,

the association of ideas may put new meaning into geography; also into history.

### **The Place of Memory**

Memorizing holds an important place in the learning process. The principal condition for an efficient memory is the establishing of a logical connection between the portions of the material to be remembered. Authorities differ as to the economy of means when memorizing by wholes, but there is no disagreement on the truth that the learner will memorize most economically what he understands.

The phases of an act of memory are: impression, retention, recall, and recognition. In order that a thing may be remembered, it must first be experienced. There must be an impression. Next, some effect of this impression must be retained so that the essential aspects of the original experience can be recalled. Recall results in greater concentration and reduces the number of repetitions. Finally, the thing recalled must be recognized for what it is, else it has little value. In memorization, as in all study, distributed learning will be more permanent.

### **Reading to Learn**

Reading is the most universal tool of learning. Reading, the process of inter-

\*Sacred Heart Convent, Texarkana, Tex.

preting the printed page, is thought getting. Through reading our students learn facts and events, acquire ideas, build up associations, trace the thinking of an author, engage in vicarious experience, and comprehend generalizations. Effective learning through reading, as through memorization, requires a logical connection among the portions of the subject matter to be read. An outline prepared as a groundwork for comprehending the thought can do just that, systematically and vitally.

Lack of ability to comprehend ideas argues lack of ability to organize the ideas in logical sequence. A major goal in teaching is to develop in our students the ability to do analytic, imaginative, and constructive thinking while reading; not merely to be cognizant of unrelated ideas. It is possible to find enjoyment in the discursive reading of history, science, biography, or literature, without being engaged in thinking. Such desultory reading is likely to leave the student devoid of a grasp of the cause-and-effect relations between events and incidents; perhaps without a true mental image of the events and happenings.

Thinking with reading in order to comprehend thoroughly and to make application to situations practically, produces an understanding, a grasp that can be called new learning. Reading without thought organization may stock the mind like an attic or a disordered storehouse. Reading with a problem-solving attitude fits the ideas into an organic whole.

The device for organizing the ideas in the subject matter to be read need not be too mechanical. It may consist of a simple presentation of general principles and definition of terms. An assignment on the short story could be presented by the following summary:

### Read for a Purpose

For the short story to achieve its greatest effect the chief character must be aware of the difficulties confronting him and must make plans to overcome them. The arrangement of events to produce a complication is called a *plot*. The space limitations of the short story make it necessary for the writer to choose *one major crisis* in the life of one individual who reveals his character by his actions in these difficulties. Before the plot can be dramatically developed the reader must be given acquaintance with the *characters*, their backgrounds, their mode of action. This preliminary part of the story is called *exposition*.

The event that complicates the plot is the *main incident*. Tension arising from the reader's concern for the characters and from the uncertainty of the outcome is called *suspense*. Finally, as a result of the main character's action in the crisis something is bound to happen. This point of highest interest is the *climax*. The outcome of the struggle is called the *solution*. It rapidly follows the climax and clarifies points in the narrative which hitherto had been kept vague by design.

This is not a formal outline but it will serve as a basis of thought for analytic study, creative reading, and criticism of the structure of the short story.

### The Assignment Is Important

The activity set up by the assignment is the predominant factor in the classroom situation. The teacher's interpretation of the matter, meaning, and method of the work to be prepared gives the initial impetus for the student's attack on his preparation. In this case "well begun is half done." If the assignment is made intelligible not only to the brighter students but as much as possible also to the mediocre and poorer students, their approach to the task will be apt to be characterized by optimism and self-assurance and courage rather than by an attitude of defeat that admits failure before making an honest attempt.

Obviously, a teacher's first responsibility as an instructor in a subject is to instruct *how to study* that subject. Making assignments to our students for class preparation includes clarification of the process, explanation of the procedure, and demonstration of the act until the class has the correct idea of the performance.

In his classroom the teacher is at the steering wheel controlling the activity. He holds in trust the pliable minds and wills of the young to stimulate and direct their responses. Learning was defined above as the process of changing a person's equipment of controls, not only of thought but of action as well. Formation of the students in our care through correct habits of learning into seekers after the truth in their own right would seem to have extraordinary significance. Ideas rule the world because ideas rule the persons who take on leadership in the world. Tell me how the student can think and I'll tell you what he can become.



### A CATHOLIC PRESS EXHIBIT

The picture shows a Catholic Press Month display arranged by a sophomore class at St. Bernard High School, Fitchburg, Mass. Sisters of the Presentation are the teachers.

# Definitions and Educational Terminology

Edward A. Fitzpatrick

## PUBLIC

The word *public*, as applied to education and schools, often means open or available to all on the same condition. The word has been and still is restricted sometimes as public school (white) and public school (colored). The word is restricted, too, by the nature of the support, governmental or nongovernmental. The public character of all schools and colleges (except those commercially operated) is noted by Henry S. Prichett, president of the Carnegie Foundation for the Advancement of Teaching, who makes the distinction:

"all schools and colleges are public institutions but one group is governed by the state and supported out of taxation; the other group is governed by boards of trustees and supported out of endowment and tuition. Both groups are public institutions."

President Nicholas Murray Butler makes the same distinction between public official and public nonofficial agencies:

"the term 'public' and the term 'official' . . . , despite the fact that in the United States by far the greater part of that which is public is not official at all, and that the highest and finest type of public service is not, and never has been, official. The administration of the post office is both official and public; but philanthropy, the advancement of science and letters and the fine arts, as well as the enhancement of the religious life of men, while always public, are very rarely official. . . . Such public service rendered in the sphere of Liberty is far more representative of the people's best than public service in the sphere of government can possibly be. . . . The Congress of the United States and Columbia University are both public institutions. The Congress is official; the University is not."

David Spence Hill has this to say:

"It seems that a 'public institution,' because it is open to public patronage, may be a federal, or a state, or a municipal, or a privately possessed, or a denominationally controlled institution. The word 'public' has diverse meanings. It often denotes merely that which is free to the people, as a public playground. Public schools in England and in American usage are not related in ownership or in control."

A full discussion of the subject can be found in Chapter I of Rev. Richard J. Gabel's *Public Funds for Church and Private Schools*.

## PUBLIC SCHOOL

A public school is, generally speaking, a school supported by general taxation or public appropriation and under the immediate con-

trol, administration, and superintendence of public authority and, in some cases only, open to all wholly or partly free of expense by those within the jurisdiction of the public authority. Because of the difference in meaning of "public school" in the various states, the legal definition will need to be consulted in each state.

A public school in the Colonial Period and in England was a Classical Latin School frequently endowed or a school offering gratuitous education not necessarily to all but to some charity pupils.

The terms "common, free, district school" are used often for public schools, particularly on the elementary school level. The terms were also applied to ordinary private schools in a statement of 1837 by the Ohio State Superintendent of Schools:

"It is certain that many of those reported as public, are in fact private schools. . . . It is proper to remark, that in different parts of the state, different terms are used to express the same thing; thus: The terms common school, district school, and public school, are all applied to any ordinary private school, while in some places, by a private school is understood the case of a teacher employed by one man for his own children."

In the early discussions, public or common schools meant ordinarily an elementary school. After the Kalamazoo decision (which see), a public school includes every type of school from the nursery or kindergarten to the university. Care must be taken in the discussion of schools in our historical development regarding the level of schools, e.g., the academies that preceded the high schools, though called "public schools," were often schools due to private enterprise, supported principally by private benefactors, operated by self-perpetuating, corporate boards though they received state aid. Consequently, historical statements must be examined with care.

## THE NORMAL CURVE OF DISTRIBUTION

The normal curve of distribution, sometimes called the curve of normal probability, expresses the fact that the distribution of any quality or characteristic among any large number of human beings would assume a bell-shaped form on a chart as per the illustration. This chart expresses the distribution of a quality or characteristic possessed by the group from those who have the least of it to those who have the most of it. The people with the least and most of the quality will be at the ends of the chart and will be few in number. There will be a central group in-

cluding the individuals of the amount of quality possessed most frequently within the group, expressed by an average, a median, or a mode. The numbers will increase from those who have the least of it to the central tendency, and then will diminish toward those who have the most of it.

## Example

The bell-shaped form of the curve of distribution would tend to be normal when large numbers of individual cases are included. The distribution may be approached in practice in broadly based study, but probably is never actually attained. In small classes or groups in schools there are too few cases to produce the normal distribution, and teachers make mistakes, for example, in giving marks to students on this basis. A few students of very high rank in a class or a few of very low rank would cause the distribution to be skewed. In classes made up of better students, the distribution will be skewed on the chart deviating to some extent to the right, and in poorer groups the distribution will be skewed to the left.

Good defines the curve in strictly mathematical terms as follows: "the graphical representation of the theoretical distribution of an infinitely large number of observations of a continuous variable varying purely by chance, resulting in a perfectly smooth, symmetrical, bell-shaped curve, having the mean, median, and mode coinciding" (*Dictionary of Education*, p. 116):

## AN EXPERT

An expert is a person acquainted by special training and experience with a specific field — too often not very broad — who knows the methods of research of the field, its history, and is acquainted with its application. He has done some work following carefully tested techniques which his fellow workers in the field have been able to verify or accept as probable. In addition he has the imagination and insight to see the significance of the knowledge and its application, in our case, to the administration or supervision of education, and of the instruction and management of students.

## KINDERGARTEN

A kindergarten is a group or class that is organized to provide educational experiences for children for the year immediately preceding the first grade and conducted during the regular school year. In some school systems these groups may be called "preprimary," "junior primary," etc. (*Term defined by the United States Office of Education*.)



# Interesting Teen-Agers in the Catholic Press

Rev. Gerald Shekleton \*

With Catholic Press Month now in full swing emphasis is on the role of the Catholic press in Catholic living. The spiritual welfare of society demands an intelligent, alert, and well-informed Catholic reading population. The extent and importance of our responsibility in this field has been well defined by outstanding authorities.

Rev. Patrick O'Connor, at one time president of the Catholic Press Association, stated the function of the Catholic press as: "to express in terms of modern journalism the theory and practice of Catholic living with the effect of quickening the response of human wills to divine grace."

### The Voice of Peter

Blessed Pope Pius X said, "In vain you will build churches, preach missions, found schools — all your good works, all your efforts will be destroyed if you cannot at the same time wield the defensive and offensive weapon of a press that is Catholic, loyal, and sincere."

Pope Pius XI likewise had something to say about the merits of the Catholic press: "You are my voice," he said; "I do not say that you make my voice heard, but that you are really my voice itself; for few indeed would be the number of the children of the common Father who could learn my wishes and thoughts without the aid of the Catholic press."

Pope Pius XII has raised his voice many times in defense of the aims of the Catholic press. Speaking to a group of American journalists in 1945, he remarked, "In the shoreless, storm-harried ocean of the press of the world and its various philosophies of life, the Catholic press should stand as a seer and a prophet."

### Do We Read the Catholic Press?

At the 1952 National Catholic Press Convention the episcopal moderator of the press department of the NCWC, Bishop Gorman of Dallas, observed that "The Catholic press in America has now come of age." That is true, but would it be correct to say that all

our Catholic people, particularly our teen agers, have become Catholic press conscious?

Now, one objective of the crusade in behalf of the Catholic press is to reach the younger set. Much has been said about the evils of the present day. We have battered the word *secularism* around so much that many of us know the term but have failed to grasp the meaning of it. There are indications that we believe only adults are tinged with this everyday divorce from God. Is it enough merely to win back the adults while the young become infected, grow ill, and die to the Church? Should we not grasp every means to promote the restoration of all things in Christ?

### Recruiting Youthful Readers

With the help and encouragement of their teachers our youth can make great progress in the right direction. How frequently in the course of a five-day school week, in all high school classes, could reference be made to articles that have appeared in the Catholic press? There are many Catholic weeklies that devote several columns to teen-age activity while still others assign an entire page to that work. These papers, for the most part, do not recount school activities or just run a sports column but give practical advice, and suggestions for the teen ager. A special page in the paper devoted to his age, problems, and interests would be most advantageous for him and would act as a stimulus in getting him interested in other sections of the paper. Over a period of time he will develop a better Catholic mentality and will eventually look forward to the day the weekly arrives.

### An Experiment

As a member of a newspaper staff and in charge of a youth page, I find myself from time to time searching hither and yon for copy. Always on the lookout for new ideas I happened to notice one day how interested our local teens were in a feature of one of the secular papers. It was called "Prep of the Week." It gave them what all good sociologists say teens (and adults too) want — recognition.

Should not then the Catholic press do as

much or more for deserving Catholic youth? A plan was worked out to find such students throughout our archdiocesan schools and to give them recognition.

The first step involved a personal letter to every principal stating the aims of the project. We had several aims in mind.

First we wanted to meet and have our teen-age readers meet these promising teensters in our schools. Our idea was to have the students of each school, under the direction of the high school faculty, choose their three most promising students. But how was this to be done? How were the students to be picked? Who was deserving of recognition?

The points on which the students were asked to judge their fellow classmates were based on the following: (1) In what way does the student contribute to school spirit? Under this we listed four items: (a) industry, (b) Catholicity, (c) leadership in school activities — not those outside school, and (d) initiative. Then we asked if the student showed definite promise for the future. Finally (and we considered this the most meritorious) in what way does the student influence student thinking in regard to reading, movies, and entertainment outside of the classroom?

In voting for their candidate the students were cautioned, under the guidance of their teachers, not to be guided solely by the following: (a) innate intelligence, (b) popularity (we weren't looking for the most popular student), (c) athletic prowess (here again we weren't looking for the most outstanding athlete) and (d) classroom conduct (sometimes classroom angels have the greatest influence for evil when they are outside).

When the results came in we were amazed with the response. Nearly 90 per cent of the high schools responded. This was greater than we had hoped since several criticisms were leveled against our so-called "popularity contest."

### The Result

What actually happened was this. When a student received publicity such as we gave him he was labeled as a boy who could be counted upon to work, live, and conduct himself in the true spirit of Christian traditions.

\*Associate Editor of *The Witness*, Dubuque, Iowa.

We could hopefully look to that individual to help us promote Catholic Teen-age Press interests in that particular locality.

All during the time when the responses were being run in the paper teachers wrote to us that the students had become aware of what the Catholic press really had to offer them. They were not only reading the columns where they might find their own name or picture but they were reading the rest of the paper.

This "Teen Ager of the Week" feature was a huge success in obtaining active student participation in the youth page of their diocesan weekly. From it developed a weekly open forum for the discussion of questions concerning the spiritual and temporal welfare of

the youth. Interest centered around school life, home life, and, of course, dating. In some weeks more than 100 replies flooded our office.

### **Present Activities**

Following the pattern of teen-age participation, the major project this year has been a short story contest open to all Catholic high school students in the archdiocese. Emphasis, as before, is on recognition of the achievement of the winners rather than on the capture of a prize.

The editors of two national magazines—one for boys and one for girls—each agreed to publish a winning essay. Judges were two well known Catholic writers.

The same spirit of co-operation from teachers and others concerned with the eternal welfare of the youth under their charge has uncovered another source of material to bring our teen agers into a sphere of influence which is reaching into every area of their lives.

To illustrate, a nun recognized nationally for her culinary ability and who is chairman of a college home-economics department contributed a series of articles on how to have a party—what and how to prepare and how the boys and girls should conduct themselves as Catholics. These articles answered questions that the youthful readers had brought up in the column or in last year's discussion forum. Our youth are responding well.

## Let the Curriculum Meet the Press

*Sister M. Margretta, R.S.M.\**

School publications, fortunately, are able to meet the challenges made to time expenditure and, more realistically, to financial investment. Any type of school publication has a threefold purpose: it will inform, it will entertain, and it will instruct. Tangibly, it serves as a method of communication between pupil and pupil, between faculty and student; it is a direct link between the school and the home—reliable readership surveys show that about 80 per cent of the parents read the school paper. A school paper which endorses a comprehensive, worth-while policy can become a service to the community in which the children live.

### **Your Policy**

Policy, incidentally, must be a primary concern whether a school attempts to present a publication in one-page mimeograph format or in four-page letterpress tabloid size. Policy, in this instance, means purpose, aim, whatever over-all accomplishments one hopes to achieve with the publication. For example, the school paper should enable students to see the role which they must play as Christians in a democratic republic, in a Catholic parish, and in a Catholic school. On the junior and senior high school level, a well-defined policy should permit students to interpret the affairs of the nation, the state, and the local community as such events pertain to them.

Surely a tenet of the policy should aim to establish among the students a desire to

maintain the high standards of scholarship which the school endorses and makes available to them. Too often, in our day, the only inhabitants of the school building really intent upon achieving high scholastic records are the administration and the faculty members.

Usually the policy of a paper carries some statement on sportsmanship—an expression of the desire to retain a high spirit of good sportsmanship in intramural competition and, particularly, in competition with other schools. Perhaps in sports writing more than in any other aspect of school reporting do schools fail to meet the standards of good journalism. Reporters are unwilling to give as many inches of press notice to the opposing team as they give to their own. Good sportsmanship demands that both teams be represented equally in the post-mortem write-ups.

### **Timely Announcements**

Since the watchword of all journalism is service to mankind, the school paper, large or small, will gain in prestige if the principal uses it as a vehicle for announcements which are definitely news stories; curricular activities, changes in the curriculum, building projects, announcements of awards and citations. A school editor called to the office to receive a news announcement from the principal becomes far more important than a cabinet member in conference with the President. Long range effects of such a practice will include the staffs' eagerness to insure student co-operation with the school administration;

the student body will develop increased respect for the school press which has now become a confidential organ of the administration.

### **Students Are the Writers**

I should like, however, to make a pointed distinction between the principal's making news announcements and the principal's making editorial recommendations. Scoldings, criticisms, corrections, reproofs, if they must be given, belong in the editorial column. Moreover, psychologically and journalistically, they are better translated from the negative to the positive: motivations, challenges, and self-improvement campaigns. Again, and this is most important, although such copy may carry ideas suggested by the principal or by faculty members, it must be student written if it is to be effective. Parenthetically, I should like to mention that a school paper which is written by the faculty adviser, rather than by the staff, betrays itself. Not only do faculty members and students recognize the adviser's style and train of thought, but a veteran examiner and critic of the National Scholastic Press Association reports that the critics at the University of Minnesota are quick to detect that the written words of a school paper are the work of the teacher rather than of her students.

### **They Gather the News**

Format for the school paper may be reproduction by ditto, mimeograph, photo-offset, or letterpress. At the junior high level, a ditto

\*Central Catholic High School, Troy, N. Y.



The journalism class at Central Catholic High School, Troy, N. Y., helps the editors to plan page lay-outs for the "Triune."

— Photo by Conklin Studio

or mimeograph paper can be efficiently organized and published. Such a project offers invaluable training in responsibility and accuracy. Seventh- and eighth-grade reporters assigned to beats by their editors will scour the school for news. Again, here is an opportunity for faculty co-operation—let announcements of contest results, honor rolls, prizes, and names of winners be *released* through the paper, rather than printed after everyone knows the information. Such a practice requires, of course, a continuous awareness of the calendar of school events, a tactful approach to faculty members, and long range planning by sponsors of curricular and extracurricular activities. Youthful reporters will have to break down the tradition that the glory of the immediate past must be repeated in the paper. High lights must be forecasts, and if teachers wish publicity for the worthwhile, time-consuming projects which they heroically undertake, then they would do well to prepare advance statements which include time, place, and procedure.

### Who Should Type?

Attempting to keep the paper a student project, I feel that it is inadvisable for a teacher to type the master copy. Obviously, a seventh- or eighth-grade youngster would not be able to take care of this part of the work, but it does seem to me that the youthful staff might invite a guest typist—a graduate of the grammar school, who is currently taking secretarial practice in high school. With an acknowledgment of this child's work, which should be made in the masthead of the paper, the physical makeup,

as well as the editorial content, become the children's own, and extraordinary opportunities are present to test self-expression, business acumen, responsibility, thoroughness, accuracy, and generosity. Probably more than any other integrated activity, the school paper demands genuine self-sacrifice, co-operation, and the necessity to merge oneself with the group for a common cause.

Meanwhile, the staff of any school paper, particularly one that is sold by subscription, recognizes that, "Names make news." Children want to see their names in print—adults do, too, you will learn if ever you omit the name

of a faculty member! Several types of feature article offer ways to represent student names and comments: roving reporter columns, student polls, fashion columns, and hobby columns. Simultaneously, if such feature types of writing sparkle, the staff of the paper will have no desire to write gossip columns, nor will the readers demand them.

### Editors in Training

Whether one deals with junior or senior high school papers, it is important that an in-training staff should be understudying the active staff. Utterly hazardous is the situation on which a new adviser inherits the title of a school paper, but, no staff. Again, in our kind of life in which we are subject to change without too much notice, it seems to be advisable to have two people on a faculty familiar with the editorial policies and business details concerning whatever kind of publication the school may have.

### The School Handbook

One kind of school publication which is faculty sponsored and faculty written is a handbook. The trend to duplicated or printed handbooks indicates that such a compendium of school information is becoming indispensable in the well-organized school. Format of the handbook is usually leaflet size, in letterpress or offset. A ditto or mimeographed copy will also serve.

Handbooks give such miscellaneous information as: daily class programs; graduation requirements; courses of study; extracurricular program; uniform regulations; school rules concerning absences, tardiness, behavior in cafeteria and assembly. Emphasis of content should, of course, be placed on the positive rather than negative. A handbook from a



Members of the "Triune" staff at Central Catholic High School, Troy, N. Y., read their first issue of the paper.

— Photo by Conklin Studio



Catholic school inevitably would be permeated with Christian philosophy and principles for social action; consequently, it would contribute to the school's effort to educate the whole man. Although such a book should be in the hands of students at the secondary level, teachers in the elementary division might post a copy of the handbook to which they could make pertinent references. To the youngest in the school, it becomes a kind of constitution which regulates to protect individual liberties.

### **News for the Public**

Whether or not a school has any of the publications mentioned, there is one phase of journalism with which administrators should be concerned, namely, the field of public relations. Catholic schools should, and do, release information to the press. Unfortunately, however, most schools release their stories only to the Catholic press which, in most cases, is diocesan in organization and, therefore, have comparatively limited space for local school news.

The local daily press, however, will gladly co-operate with schools which send press releases in proper form. Let me review quickly a few simple regulations which will help to give deserved publicity to the effective pedagogy of schools and to the relatively important achievements of students.

### **What Is School News?**

First—what material should be publicized? Here we meet our first area of wrong decision. Most people decide that a school play, a school entertainment, and a school musical offer the total of activity to be carried by the local paper. More than that, schools should give publicity to the in-curricular activities closely related to the classroom work. The projects may be related to individual or related grades, and not delayed, as is usually presumed, until some all-grade ac-

tivity is launched. For example, if seventh-grade youngsters are planning to hold a mock constitutional convention, and if they have identified themselves with the authors of the constitution by collecting accurate historical data and speeches, then such an activity deserves a mention in the daily press.

Now the problem faces you—when shall I send it? Here is another important regulation: papers wish to print advance stories. They prefer to tell what is going to happen. Consequently, releases to the paper should be news stories of future events. A follow-up story, after the action has taken place, will be printed as a short review notice. In fact, if the local paper carries the advance story of a school activity, it will be comparatively simple for a school principal to arrange with a city editor to have the news photographer take a picture of the event which has already been publicized.

In all newspaperwork, timing is an important element of success. Stories should be sent three or four days in advance of the date on which schools wish to have them released. Newspaper photographers should be given at least 24 hours' notice.

### **Taking Photographs**

Incidentally, there are very definite preparations which should be made before the photographer arrives; usually, he can afford to give as much time as it takes him to pop a flash bulb. The most effective newspaper pictures are those which tell a story—therefore, pictures must be planned before the cameraman arrives. People in a picture should be doing something; the candid shot is preferred to the posed formal group in which a line of youngsters look as if they are being "shot at dawn."

There should be a center of interest in a picture—an object, a piece of machinery, a poster—something tangible which is attracting the attention of the group. In a well-

arranged picture, the focal point is to the right of center and a little above it.

Further preparation for a camera shot may include a typewritten list of names of students in the picture, reading from left to right. Such efficiency will so please the cameraman that there will be no difficulty in arranging for another picture.

Rules for writing news releases are simple: At the top of the paper list the event, principal's name, school, telephone numbers (school and home), and date on which news should be released. Identical stories should not be sent to two different papers because frequently a paper will use verbatim a well-written news story.

Formula for newswriting is basic: tell everything—who, what, when, where, and why—in the first paragraph. Each additional paragraph carries an explanation and additional details concerning the original item. Keep all news in the third person and be careful not to editorialize or to express a personal opinion.

### **A Public Relations Officer**

In many schools it has become advisable to select one faculty member who should be responsible for publicity releases. She, as public relations officer, secures the co-operation, coherence, and unity which an effective publicity office needs.

In the event that a school has no publications, teachers still have a responsibility in the field of journalism. We are the people in the world today who have a message to convey. How lamentable it is that so vital a message as ours is often smothered in inane colorless expression. As part of the Christ-bearing movement, we have an opportunity to initiate the careers of militant Catholics, who are learning from us to write clear, lucid, vibrant prose. Establishing criteria of achievement and criticism, we are working out our special contribution to the Catholic press.



— G. C. Harmon

# For Brotherhood Week Change of Heart

Joyce Elaine Dorszynski \*

## SCENE I

[Four girls going home from school]

MARY: I can't wait until the dance next Friday night. I think it's going to be the biggest dance of the year outside the prom.

SUSIE: I like the idea of organizing committees. If everyone does her part it's sure to be a success, Mary.

MARY: I hope I can get enough courage to ask Ralph.

NANCY: If you intend to ask him, you'd better hurry, I heard Rosie telling the girls at the lunch table that she was considering asking him.

GERRY: Say, for what committee have you signed up?

NANCY: Distributing tickets to the home rooms. Nice and easy.

SUSIE: I'm on the decorating committee.

MARY: You always were artistic!

NANCY: Oh, you poor kid, do you know who else is on that committee?

SUSIE: Shirley, Ruth, Joan, and about five others.

NANCY: The others you're referring to happen to include Rosie Fatheman, Maria Mutski, Sheila Jones, and Kit Stevens.

GERRY: They ought to be on the clean-up committee where they belong. They're just a group of foreigners.

SUSIE: Gerry, I think that was uncalled for.

GERRY: My mother wouldn't let me associate with Kitty Stevens or any of those others.

MARY: Kitty is a sweet girl.

GERRY: She certainly isn't what you might say "well off." In fact I heard Jan say that they were evicted from their last home.

SUSIE: Surely, your respect and liking for people doesn't depend upon their financial status.

GERRY: I'm polite to her.

SUSIE: You're polite all right but it's a cold-storage politeness. Kit's just as nice as any girl I know, and a lot nicer than some. She's the type that does all the work but gets little credit. Give her responsibility and she won't let you down.

GERRY: Well, you can think what you want but I'll stick with our own little gang.

## BROTHERHOOD WEEK February 21-28

Brotherhood Week will be observed February 21 to 28. This annual observance is sponsored by the National Council of Christians and Jews, 381 Fourth Ave., New York 16, N. Y. The Council will be glad to send you a packet of program or planning material. Ask for the packet prepared for Catholic groups.

MARY: Gerry, we're all friends and in a broad sense might be called a gang but we certainly don't claim to be exclusive. We aren't snobs.

SUSIE: Come on, let's all be friends and stop having prejudices.

GERRY: I have to hurry, you know how it is with a job.

NANCY: Yes, me too . . . Bye.

OTHERS: Bye. [Gerry and Nancy exit.]

MARY: Susie, I'm going to try to get on that committee too.

SUSIE: Do you really mean it?

MARY: Yes. I've always tolerated girls like Sheila, Maria, and Kitty, but I've never tried to be friends with them. This will be the perfect opportunity to find out what they're like.

SUSIE: Mary, I'm so glad you're willing to give them a try. They might not be so bad after all.

[Curtain]

## SCENE II

[Drugstore]

MARY: I'm glad you could come down for a coke with us, Sheila. It's been a tough job decorating the gym but I'm sure our efforts won't be in vain. Thanks to you and Rosie — for your wonderful ideas.

SHEILA: I was happy to help, Mary.

ROSIE: It was delightful helping you girls. I had no idea so much work went into decorating for a dance.

SUSIE: I'm so glad that we got to know you better. It's been loads of fun working with you.

MARY: I have a new dress for the dance — a bright red.

SUSIE: I'm wearing my blue taffeta. What are you wearing, Sheila?

SHEILA: I'm not going, Susie.

SUSIE: Not going? But you must. You've spent hours decorating the gym, you can't mean it.

SHEILA: I've enjoyed every minute working with you. For the first time since I've come to this school I felt wanted.

MARY [Understandingly]: You *are* wanted Sheila. And we do want you to come to the dance. Please say you will.

SHEILA: No, I'd rather not. I'd only feel awkward and ill at ease. Well, I really must go. Thanks for the coke. See you tomorrow. [Exit.]

SUSIE: Rosie, you're going aren't you?

ROSIE: I don't know, I hadn't really given it much thought. I don't know any of the boys well enough to ask one to take me dancing, and I'm sure none of them will ask me. Of course, I'd like to very much, but, well, we'll see. I must run along. Mother is quite strict about our being on time for meals. Thanks for everything, good-bye. [Exit.]

[Left alone, Susie and Mary are concerned about Sheila and Rosie.]

SUSIE: Why, Mary, I never realized that colored girls have feelings just as we do. They're the same as we. They're not a bit different. I feel so ashamed about the way I acted before I got to know Sheila. I really meant it when I said I wanted her to go to the dance. Do you think we can persuade her?

MARY: We'll do all we can. I wish all the girls would come. I think I'll have a party at my house Wednesday night and invite Gerry, Nancy, Sheila, Maria, Kitty, and Rosie.

SUSIE: Sounds great.

[Curtain]

## SCENE III

[Mary's House]

GERRY [very indignantly]: I don't know why you didn't tell me before about the other girls coming. I've a good notion to leave.

MARY: O Gerry, try to be cordial. I'm sure you'll like the girls when you get to know them better.

GERRY: Who wants to know *them*. They're just a bunch of foreigners.

[Doorbell rings.]

MARY: Here they come.

NANCY: I don't know how to act toward them.

\*A play presented by the Saint Mary's Civic Club at St. Mary's Academy, Milwaukee, Wis., under the direction of Sister M. Chrysostom, O.S.F.

GERRY: I think I'll ignore them. Here comes Kitty. Let's look away.

[*The girls come in.*]

KITTY: I almost couldn't come.

GERRY [*aside*]: Too bad you could!

[*The girls exchange greetings.*]

MARY: I'm so glad you could all come. It's wonderful living in a country where we can all be free and enjoy that freedom.

MARIA: Yes, we who come from foreign lands have a deeper appreciation of the privileges of liberty than those who have lived all their lives in this country. We realize fully how dear are the civil and religious liberties we possess.

SUSIE: Americanism is a question of spirit, conviction, and purpose, Maria; not of creed or birthplace.

GERRY [*disgustedly*]: What a party!

MARY: Gerry, you're impossible. I try to be nice to you but sometimes it's awfully hard.

GERRY: Well pardon me [*very haughtily*] if you feel that these girls are more your type, I'll leave. Come on, Nancy.

SHEILA: Just a minute. I'd like to say something that might settle your petty quarrel. There are no two people in this world alike, that is regarding appearances. Many things must be taken into consideration regarding what makes a person what he is. There is an old poem that I read that completely explains my conception of people as people. It goes like this:

"Not how did he die, but how did he live,  
Not what did he gain, but what did he give.

This is the way to measure the worth,  
Of a man as a man regardless of birth.  
Not what did the sketch in the newspaper say

But how many were sorry when he passed away."

MARY: My but you put that nicely, Sheila.

KITTY: People call me a poor girl because I live in a tenement and have to wear second-hand clothes. There are many things I can't have and many places where I can't go but I am in no way inferior to those who can. I have parents who love me, a country that will protect me, and a church that sees no distinction in rank. More than that, Christ paid the very same price for me as he did for the rich people, that price of His own precious blood.

ROSIE: That's right, Kitty. Here in America, the freedoms offered to us by the Constitution are wonderful, but these freedoms are often violated. So many prejudices arise between races, class distinction according to social standing, differences and conflicts between creeds. Though we are of conflicting beliefs and ideas, it is necessary that we have an appreciation and a respect for one another. People need other people to exist in this world

of ours, we depend upon each other for life.

SUSIE: America needs us and we need America. It was built upon the bricks of heritage left to us by our forefathers. We can keep building America, only if we all work together and this pertains to teen agers like us, as well as grownups. We are the builders of tomorrow.

[*During the course of conversation, Gerry has been looking from one to another with curious eyes. She has been deeply impressed by each one's contribution.*]

GERRY: I guess you're right. I've been holding my head up high with the wrong motive. I am now beginning to see things clearly.

NANCY: Say, Sheila, why don't you and

John double with Jim and me for the dance.

SHEILA: Thank you, Nancy. Now if I can get him to ask me everything will be swell.

MARY: I'm sure he will.

SUSIE: Why don't we all go together, I'm positive our dates won't mind.

KITTY: I'm very happy, and when I'm happy I feel like singing. How about it?

NANCY: Okay—Let's sing "Why Don't You Believe Me."

ROSIE: Seeing it is National Brotherhood Week, I suggest we sing "God Bless America" or "America the Beautiful!"

KITTY: Fine, and we can ask the rest of the student body to join us.

[*The student body joins in.*]

## The Psychology of the Bulletin Board

*Cropley Andrew Phillips \**

Lively, brilliant, vivacious, quick-witted, clever, and keen are six of the words used by the dictionary as meanings of another simple word—bright. All seven words go together to form a good starting point for a discussion of the psychology of the school bulletin board.

Decorating a classroom board and other parts of the room at holiday time is but part of the story. It is necessary, emphatically necessary, that the rooms of a modern school be bright and cheerful in many ways. The nature of the school process demands this brightness and cheerfulness because of the way it leans upon socialization as something basic to modern education. Socialization is something begun in the family and at school. School socialization can be difficult, in part at least, for the growing boy or girl. A cheerful classroom and an interesting bulletin board can help minimize this difficulty to a desirable degree.

### Interest and Duty

In essence, the psychology of the bulletin board can be found in the principle that interest should be allowed to play a strong though not a dominant part in the selection of bulletin board content. A second principle is that social demand upon the individual pupil is equally as important.

My sixth grade pupils in the Logan School of Wilmette, Ill., profited greatly from their room bulletin board during the school year 1952-53. I aimed to brighten the room through this bulletin board because I felt that

the brightness would lead to increased room morale, further the process of school socialization, and assist learning generally.

While I often prepared displays myself, room committees were generally assigned the task of selecting and putting up material. The success of our Irish panel and the reports of committees assigned to make recommendations about what the class should study in arithmetic and social studies best illustrate the success of this policy of pupil participation.

### St. Patrick's Day

Pamphlets were secured from the Irish consulate in Chicago and a group of two boys and two girls were selected to study them with the idea of making a report and of putting pictures from the pamphlets on a section of the bulletin board in attractive formation. This project was undertaken in March near St. Patrick's day. Green paper and paper shamrocks were used to set off the pictures.

Our school allowed the boys and girls to watch inauguration proceedings for a good part of January 20. During the more or less mark-time-period of the rest of the day, I asked a committee to study the material remaining in our arithmetic book and draw up a suggested plan of class procedure for the rest of the year. Another committee was appointed to make a similar plan for social studies. The plans, while in need of many corrections, did furnish more than one suggestion usable during the rest of the year. They were put on the bulletin board. The report by the Irish committee showed a great effort to analyze the material in the pamphlets.

\*Teacher of sixth grade at the Logan School, Wilmette, Ill.



Particularly outstanding was the use made of the pictures in the display on the bulletin board. An interesting bulletin board can be of definite aid to instruction but it can be of even greater worth in furthering socialization and instruction simultaneously.

### Material for Compositions

I required my language class to do research work to secure material for essays on various topics. As part of this unit I placed some material on television and diesel engines on the board and was delighted to find several members of the class standing at the board and taking notes for their papers. I found, also, that there was great interest in pictures of the new White House interior which I had placed on the board.

The use of a room administration panel will prove to be of aid to any teacher. Regulations regarding grades and room affairs should not be too complicated or too numerous. They should be summarized and placed on a definitely prominent part of the bulletin board. This section can be called Room Affairs and should be kept up to date regarding any changes in room policy. The important factor in this bulletin board psychology is the use of the board in keeping this essential information in front of all pupils.

Using the room bulletin board for displays of papers written by class members can add to the worth of the board. My own experience at several different grade levels has shown that interest in classwork is increased by these displays. They combine with the idea of the room administration panel to

balance the brighter efforts exemplified by the Irish panel.

### An Americanization Bulletin

Part of our class procedure is the giving of the Pledge to the Flag each morning. The flag hangs over the Americanism panel of our bulletin board. Such a panel can contain much in the way of appropriate material but this material should be well chosen. A room's Americanism panel should be marked by simplicity and dignity.

Bulletin board psychology is well applied if the principles of balance and prominence are kept in mind by the teacher who uses it. American boys and girls will have to be obedient socially in some way all their lives and insistence upon their taking the responsibility of informing themselves just what these ways may be in school years through the simple reading of a bulletin board is a good furtherance of socialization. The fact that regulations on a bulletin board are balanced by brighter material, including work which is the result of their own efforts, will cause these boys and girls to study the bulletin board in their room closely and constantly.

In summation, it can be said that brightness, prominence, and balance are the three basic principles of bulletin board psychology. Pupil interest is important in the selection of bulletin board material. Social demand upon the individual pupil is equally important. Most important, however, is the fact that the board exists to be used as a means of furthering classroom instruction and pupil socialization.

voted to poetry. A set of simple rules to govern the procedure is drawn up each fall or renewed with modifications. These rules may be altered at any faculty meeting. They read somewhat as follows:

1. Each classroom teacher will select well in advance of the assembly two students from her room whose duty it is to select and memorize a poem (suitable in length and content) to be presented during the poetry assembly.
  2. Poems may be presented as a reading.
  3. Poems may be presented in costume as: "Barefoot Boy," "Little Boy Blue," or "Maud Muller."
  4. Some may choose to present their selection in song, as Kilmer's "Trees," "Silent Night, Holy Night," "Star Spangled Banner."
  5. Other poems lend themselves to group recitation as: "Hat's Off—," "We Salute Thee Old Glory," "Dearest Lord We Thank You."
  6. Some groups may plan a dramatization as in "Home on the Range" or "Somebody's Mother."
  7. Individual or group choral readings are popular in some localities.
  - The idea is to have a varied and interesting selection of poems well above the jingle level each time so that no pupil will be willing to be absent on "Poetry Day."
  8. Each child is to appear at least once during the school year in the recitation of a poem he has memorized and that has been approved by his teacher as suitable to his age and grade.
- The significance and beauty of many poems are enhanced by a brief comment on the history of the poem or the author's reason for composing it. I might mention: "Woodman Spare That Tree," "The Last Leaf," "Conquered Banner," "Lead Kindly Light."

### THE RESULTS

Finally each child is a participant in a school activity that yields a benefit to all.

Even the least interested pupil has heard poems that he may not be able to read for years but he would love to.

Unconsciously they are grasping a sense of poetic rhythm.

We also have noticed in some the desire to write short poems of their own.

All seem to be alerted by the challenge to present a beautiful poem when their "turn" comes.

Now, do we not all have beautiful sunsets, fruit laden trees, school activities, and religious festivals that could be immortalized by an original poem?

This project has been used in a grade school but could readily be adapted to high school classes.

One class period a month could be used and the group presentations could be in assembly or for P.T.A. programs.

## Projects for Spelling and Poetry

*Sister M. Josisha, C.S.J. \**

### A SPELLING PROJECT

One of our schools has originated a plan to create emulation in the spelling classes.

Teachers exchange classrooms once each six weeks and administer 25 catchy words that have been selected from the work covered in the current period.

A large poster is designed to show the current rating of each enrollee as well as the comparative grades for the year.

Any pupil whose paper rates 100 per cent is presented with a pin "Good Spelling" which he may wear as long as he maintains his 100 per cent in the six weeks' tests.

The age-old rule of dotting the i's and cross-

ing the t's and having the paper show the i's and the e's is fundamental. When a pupil has won the spelling pin for four months it becomes his personal property.

This plan has stimulated efforts to improve in spelling and has the advantage of permitting a wide membership in the winners group rather than the former spelling contests where only one could win.

### A POETRY PROJECT

We have conducted a project in our school that has created and maintained an interest in poetry. We should like to share our experience with students and teachers in other schools.

One assembly period each month is de-

\*Nazareth Motherhouse, Concordia, Kans.

## For Fourth and Fifth Grade

# The Parts of Speech Family

*Sister M. Theophane, O.S.F. \**

The chief aim of this lesson is to present for the first time the names and functions of the eight parts of speech. Before the lesson let the teacher sketch on the blackboard in very faint outline pictures of skeleton men indicating the parts of speech. This should be done so lightly that the drawings will not be seen beforehand by pupils, yet sufficiently heavy as to enable the teacher to reproduce them quickly.

Presentation of the lesson may take some such form as follows:

Today, boys and girls, we shall become acquainted with a very interesting and fine family. There are eight members—father, mother, and six children. Now where do you suppose they live? You could never guess—in black houses on White Street! The name of the family is quite unusual, it is not one name but three. It is similar to yours, Maryann; yours, as you know, is made up of two names, "Mary" and "Ann." This family's is made up of three—"Parts" "Of" "Speech." But no one likes so long a name, let us call them "POS," for short. [Teacher prints name above faintly sketched figures on blackboard.]

Now let us meet the individual members of this family: Here is "Mother" [draws figure on blackboard; writes or prints the word Noun under it]. Notice, I did not write the word "Mother" beneath the figure, but noun, for that is her other name, in fact, she is always called by that name, noun. Of course, she is a very important member of the POS family; she, and she alone, has the privilege of naming everything. [In a space apart from sketches on blackboard, teacher writes noun—name of anything.]

Next, we shall meet the eldest daughter [teacher sketches figure]. Because she is grown up and very sensible, she often takes Mother's place. Her name is a very pretty one, we call her pronoun. [Teacher writes name in or under figure; also lists it below work noun, pronoun—used instead of a noun.]

This big, important looking man [teacher draws figure of father] who is working so hard, is "Father," and his name is verb. [Word, verb, is written below drawing of Father.] Verb is a word which means action;

notice how hard Father is digging. He is not an idle man; his name really means, action. [Teacher writes below word pronoun in list, verb—expresses action.]

[Teacher draws figure of adjective.] Now let us look at Mother Noun's little assistant—see the little girl who is tying the pretty bow on Mother's dress. That daughter is forever trying to make Mother appear better and prettier; she sometimes changes a ribbon here or there, puts a flower on Mother's dress, etc. Because she is continually modifying [that means changing] Mother Noun's appearance, she is called adjective. [Teacher writes name in proper figure; also lists adjective—modifies or changes a noun.]

This lad [teacher sketches figure of adverb] is Father's best helper. He is adjective's twin, just as we always find adjective near Mother Noun, so we find him, her twin brother, always near Father. Note how he hastens to bring the bucket to Father. He is certainly a great little helper. We call him, adverb. [Teacher writes name in column: adverb—helps to explain a verb; modifies a verb.]

Now just look at this little fellow [teacher sketches figure of preposition] usually found between Mother Noun and Father Verb. Because this little one is a sort of link or go-between Mother and Father, we say he shows relation between them. His name is Preposition. [Word is listed, preposition, shows relation between noun and verb.]

But look at Baby over there [figure of interjection is sketched]—all that he does the whole day is to scream with delight or shout with joy and wonder. His cry is usually, "O," or "Oh!" Although he is the baby of the family, he has the longest name of all—interjection. [Teacher writes name on figure and in list, interjection, word of exclamation.]

These then, are the members of the POS family and the work that they do. Let us see if we still remember all of them. [Using a pointer, teacher directs attention of class to each figure in turn; children tell name and function of each. After making sure that this much has been firmly established, she transfers from graphic representation to the printed page, thus:]

Remember, when we began to speak of the POS family we said that they live in black houses on White Street? The black houses are the words on the printed page of any book or paper. Yes, every printed (and written word, too) which you may find in any book or paper is a member of the POS family. Now let us see if we can recognize them in their little black houses. Turn to page 73 [choose some simple reading lesson or drill sheet in a language book suited to the grade]. Read the first line—does any of these words tell the name of something? Yes, and what do we call such words, members of the POS family who have the privilege of naming things? Mother? And her other name is —? Noun! After the class has successfully selected a goodly number of nouns, proceed to the other parts of speech in turn, associating each with one of the figures represented on the blackboard. Much drill in this line will be required; perhaps several lessons. The skeleton figures may be kept on blackboard for a number of days or as long as is deemed necessary, at least until children show a clear understanding of the name and function of each part of speech.

### THE POS FAMILY



\*Rosary Hill College, Buffalo 21, N. Y.

# Rosary in Primary Grades

## Jacinta and Francisco Leading!

*Sister Ann Regina, S.C.L. \**

Properly motivated, the Rosary in its simple form is not too difficult for primary children. They can be taught to recite it with devotion, and to love it!

The project should be introduced before Lent. By that time most of the children will have learned the Creed, the *Our Father*, and the *Hail Mary*, and the emphasis on the Rosary will perfect their recitation of these prayers, and help them to sympathize with our Lord in His sufferings.

To interest the children in the project, the teacher should tell them the appealing story of Fatima. By explaining how Jacinta at first wanted to slip over the beads, and skim through the prayers until our Lady showed her how she wanted the prayers said, and how important it was that the children say the Rosary every day.

Then the teacher should show the children a Rosary. If she has not already told the children the Bible story of the Passion, she should do it before attempting this next step in the project. She may say, "Now while we say the *Our Father* and ten *Hail Marys* on these beads we shall all think about Jesus in the Garden. This is what we call 'The Agony in the Garden,' or the First Sorrowful Mystery."

The teacher then writes on the board: *The First Sorrowful Mystery, The Agony in the Garden*. As the teacher points to each word, the children pronounce it.

The next day, the teacher may begin by asking: "What is the First Sorrowful Mystery?" The words should be on the board so the children will try to read them.

Because the children will already be preparing for their First Holy Communion, the teacher may here tell them in simple words that Jesus sent two of His Apostles into Jerusalem to prepare the Paschal supper. This leads naturally to the Institution of the Holy Eucharist; Jesus is going to give us Himself — our First Communion.

It is then simple to take the children from the supper room to the garden. Their tender, sympathetic hearts will respond to the story, and they will remember it especially if a picture of the Agony is shown to them at this time. Of course, the teacher must repeat this story again and again.

One may here naturally ask, "Why teach the Sorrowful Mysteries?" The children are already familiar with the stories of the Joyful Mysteries. During Lent and preceding First Communion is an opportune time for them to learn about the Last Supper — and the sufferings and death Christ endured for sinners.

On the third day the teacher may write on the board the names of all five Sorrowful Mysteries and use them as a memory lesson.

As soon as the children have learned the names of the Mysteries and the stories associated with them, they begin the more tangible part of the project: making the large Rosaries.

The primary room has a supply of empty spool boxes. Two eighth-grade boys will be delighted to fill each box with 53 card board squares (the beads). (These inch squares can be cut from printer's paper or cardboard boxes.) The six *Our Father* beads are cut two and a half by one inch.

Then into the box the teacher puts a darning needle and two yards of colored cord.

Before she distributes the materials to the children, the teacher should show them how to chain the beads.

With the needle, pierce the cardboard square (the bead) with two holes (so it will look like a square button). Put the threaded needle in one hole and out the other.

Near the opening, tie a knot in the string so the bead cannot slide on the string. At first it will be difficult for the children to force the needle through the cardboard, but if they drive it through to the eye: then reverse the needle and put the eye end through first, the opening will be enlarged and the needle will pass through easily.

Once the children see how it is done, they will go to work on their own project, and not ask too many questions.

On the larger *Our Father* beads, the openings are at either end.

On these two-and-a-half-by-one cards each child pastes the name of the Mystery introduced by that bead. (The names of the Mysteries should be typed, mimeographed, or hectographed for the children.)

To complete the Rosary, each child cuts from a church goods catalog, the picture of a Crucifix which he mounts on cardboard.

One period only should be used for stringing the beads. The children may use free



\*Fratt Memorial School, Billings, Mont.



periods when lessons are completed to finish the stringing.

When all the rosaries are completed, the children should take them home (preferably on Friday) to make the family Rosary conscious.

In the classroom each child fastens his Rosary (with a pin) to the bulletin board. Two or three times a week they use the Rosaries to recite a decade or two before dismissal. In turn, each child leads a prayer; the class answers.

Before completing the recitation, the teacher explains, "There is not time to complete the Rosary today, would you like to take yours home and finish it? Tomorrow I shall ask how many remembered to do it."

Though competition is not stressed, the

checking reminds the children to complete the prayers at home. This is an excellent opportunity to promote the Family Rosary.

Here are some responses to the teacher's question: "I said it alone." "My Mother said it with me." "My whole family said it together."

One mother came to tell the teacher she was grateful. A convert herself, she was hesitant about beginning the Family Rosary. The little fellow Mike insisted that the family say it together—and now the practice is established. And so with Jacinta and Francisco leading, these 85 children have tried to imitate the dear children of Fatima, and do their part to win the world to the Immaculate Heart of Mary for her Divine Son, Jesus.

## An Aid in Teaching Baptism

# The Story of Catherine Tekakwitha

*Sister M. Concepta, R.S.M.\**

### PART I

VOICE: Go ye forth, teach all nations, baptizing them in the name of the Father and of the Son and of the Holy Ghost.

ANNOUNCER: And so St. Isaac Jogues and his companions leave their home and country for the wild woods of America. With them they carried in their hearts the hope of planting the seed of Faith in this new land of liberty. Did they succeed? The answer is "yes," for soon there was to spring from their martyred blood, the fairest flower of all the Indians, *Tekakwitha*, daughter of a Mohawk chief.

Before we tell you the story of her life, let us salute to our country's Flag of the Free. [*Children salute the flag.*]

### PART II

STAGE SETTING:

Statue of Liberty

Katerie

Stone Face Silver Star

Mud Run Blue Bird

Water Gap Apple Blossom

STONE FACE: A long, long time ago, oh ever so long, there lived in America a little Indian girl whose name was *Tekakwitha*. Her father was an Indian chief. But, best of all, was her mother who was a Christian. Needless to say Catherine loved her dearly.

\*College Misericordia, Dallas, Pa.

SILVER STAR: One day God sent her a little baby brother with whom to play. How happy she was! But not for long. God took her father, her mother, and her dear little papoose brother, and now she was all alone.

MUD RUN: Her uncle and aunt felt very sorry for her and because she was such a good little girl, they took her to their long house and treated her as they would their own little daughter.

BLUE BIRD: Before long the blackrobes came. *Tekakwitha* told them about baptism, so one of the blackrobes promised her if she were a real good little girl he would baptize her at Easter time. Oh, what joy!

WATER GAP: And so she tried so hard to be good. At last the great day came. And what do you think the big Indians did? Go on a war dance? No, they sang the Peace Pipe Song while the Indian squaws dressed the chapel with their best furs and placed spring flowers on the altar where tall white candles stood. There her little playmates formed an arch with long slender branches so that she could walk through as she reached the church door.

APPLE BLOSSOM: Soon she would be a Christian, a child of God, and an heir to His Kingdom. But best of all her soul would be free from all stain of sin. A new name would be given to her, Katerie, the Indian form of Catherine which means pure and white.

SILVER STAR: How proud the great saint of Siena must have been when she saw such a dear little Indian maiden who would now look up to her for heavenly guidance! Did *Tekakwitha* imitate her patron saint? Somehow or other I believe she did. Just read the story of her life and I know you will agree with me. Let us now turn to the ceremony of Baptism which we have tried to dramatize.

### PART III

ANNOUNCER: The Godparents do not answer for Katerie because she is old enough to speak for herself. The priest makes a cross with holy oil on Katerie's back and chest and then asks for her name.

PRIEST: What name is this little maiden to have?

GODPARENTS: Katerie.

PRIEST: Katerie, what do you ask of the Church of God?

KATERIE: Faith.

PRIEST: And what does Faith bring to you?

KATERIE: Life everlasting.

PRIEST: Do you renounce Satan?

KATERIE: I do renounce him.

PRIEST: And all his works?

KATERIE: I do renounce them.

PRIEST: And all his pomps?

KATERIE: I do renounce them.

PRIEST: Katerie, wilt thou be baptized?

KATERIE: I will.

PRIEST: Pours water in the form of a cross and says while pouring the water: "I baptize thee in the name of the Father and of the Son and of the Holy Ghost."

### PART IV

ANNOUNCER: After the ceremony the Indians plan a party for Katerie.

[The following songs have been selected from Book 2, "The American Singer," published by The American Book Company, New York City, N. Y.]

Indian Squaws.....Grinding Corn

My Bark Canoe.....Solo

Sunrise Dance.....Indian Boys

Peace Pipe Song.....Indian Chiefs

Fairies' Music.....Katerie's Playmates

Skating Song....Katerie and her friend

KATERIE: I wish to thank you all for making this day so happy. I'm sure my mother whom I feel is in heaven will ask God to bless you from that place you know as Happy Hunting Ground.

HER PRAYER:

Dear Great Spirit above, I thank You for making me so happy. Help me to keep my soul pure and white. I'd like to stay with You in this chapel always but little Indian girls have much work to do. Some day I'll receive You into my heart, and then You will understand how much I love You. Amen.

# A Family Relations Course in High School

*Sister M. Lillian, O.S.B. \**

"She made home happy." That line on an ancient gravestone is like a laurel wreath crowning a victory. One feels that into it went the undying appreciation of someone for a truly womanly woman, and that in it is embodied so much beyond the reach of words that nothing more needed to be said.

If that same tribute could justly be written of the woman in every home in today's America, Catholic and secular educators at all levels might have something less than the staggering problem which is their current lot. The problem is not exclusively theirs, yet in the last analysis it may be primarily so. It has been stated in a thousand different ways, and the solutions offered have been almost as numerous, if not so clear. The questions all ask are: "What is wrong with our social fabric and what can we do to mend it?"

## Revive Christian Ideals

Perhaps the problem as it exists is best represented right there before you in the class you teach—any class. How many of these boys and girls are not the victims of a strained or a sundered family bond? These youngsters, with their collective and individual problems, who fill your classrooms and your hearts, stand testimony to the greatest tragedy which has befallen our modern society. They are the youthful holocaust in a fruitless sacrifice, the product of a day wherein Christian family ideals have been relegated to the status of antique legends without meaning.

What must be done? We must salvage the present for material wherewith to build a future; we must prevent these victims from carrying into another generation the blight that has fallen upon their own; and we must teach them to understand the society which has betrayed them.

What can we do? We can take a penetrating look at the ideals whose shattering has produced the chaos. We can take a long glance backward to an ageless ideal—as far back as Nazareth, to be precise. And then we can take a forward look into the Absolute with a vision and a dream, even in this our day.

## The Queen of the Home

Where shall we begin the gigantic task of reviving the lost integrity of the Christian home? Where better, indeed, than with the

heart of that home, its woman? It has been written that "a family is a small kingdom." So it is; and we feel that we are attacking the problem with an economy when we propose first of all to restore to the family kingdom the dignity of its queen. The wives and mothers of the ideal Christian homes of the near future may, in fact, well be our salvation in preventing a complete social cataclysm.

For those future wives and mothers, then, Lillis High School in Kansas City, Mo., is offering something of an innovation in its Family Relations Course. The school is staffed by Benedictine Sisters from Mount Saint Scholastica, Atchison, Kans.

The course is carefully organized to center about the Christian woman in her home. It is divided into three sections, each under the sponsorship of a different department. Every senior girl enrolled at Lillis High takes the course, which is offered twice each year. Any girl whose schedule prevented her participation in the class during the first semester is offered an identical opportunity when the course is repeated for a new group during the second semester.

## Successful Co-operation

The three departments co-operating are home economics, art, and the sociology section of the education department. Readers may question the possibility of drawing upon three departments for one course in this day of teacher shortages. It can and has been done at Lillis. But it is a matter of relieving each other rather than one of having someone exclusively available for the family relations class. Hours of planning and careful balancing of the faculty schedule have evolved a system whereby, for example, the home-economics teacher may be relieved of some class in her minor field during the weeks she is with the family relations group.

Perhaps it would be well to mention here that the course is designed for practicality. It has been set up in pursuit of an ideal, to be sure; but it is in no way a starry-eyed adventure into the unrealities of wishful waiting for a dream to come true. On the contrary, it is practical, well balanced, open eyed, and down-to-earth, while ever mindful that its motivation is the desire to return to the noble Christian heritage of family living.

## Supplementary to Religion

Even though the Christian standard is the core of the course, at no time does the family relations class attempt to supplant any religion course. Instead a good course of religious instruction is supplemented by a program of pre-Cana conferences, vocational opportunities, special lectures, and private interviews.

When the home-economics department sponsors the course, the girls are given a concentrated basic groundwork in foods, entertaining, home furnishing, child care, home nursing, and home management. In those six units the emphasis is on preparing the future homemaker to make her household the efficient, wholesome, lovable stronghold it should be. Moreover, it aims to prevent in some measure the domestic crises which can arise when these tools of everyday living are too strange to the hand that wields them.

When the art department takes over the class, it is to add to the above something of the cultural and esthetic values which make a Christian home a place for gracious living. An appreciation for things beautiful must not be lacking in a well rounded Christian woman, and her home should reflect the charm of that appreciation. Some of the fine points of gracious living—flower arrangement, color harmony, decoration, artistic evaluation of architecture and furniture, and some handicrafts—these make their contribution toward the goal of an aesthetic awareness to beauty.

Bringing the modern handicaps to successful marriage and to successful home life into proper focus against the light of Catholic moral teaching is the work of the third department when it attempts to give a good background at high school level in the fundamentals of the psychology, ethics, sociology, and philosophy upon which are based Christian marriage and home life. Setting the dangers and needs of this latter twentieth century up for frank appraisal and analysis against basic doctrines twenty centuries old is the function of this section of the course.

## Our Perfect Patron

Results can scarcely be measured at this date, if indeed, they ever can be. But it is felt that at least some step has been taken forward in the direction intended by an American statesman who, early in this century warned his countrymen to "look to the hearthstone, for therein all hope for America lies."<sup>1</sup> Above all, it is felt that some small step has been taken toward restoring the dignity of the queen of the family kingdom so that she may share the loveliness of a Lady who went from a little house in Nazareth to become Queen of Heaven.

\*Lillis High School, Kansas City, Mo.

<sup>1</sup>Calvin Coolidge, Inaugural Address.

# Recent Books for Classroom and Library

## WHAT IS THIS LIST?

Although this list has been compiled by the editorial staff of the *Catholic School Journal*, it may be called a publishers' list, because, in general, we have made selections from titles submitted by the publishers of the books. In most cases the books listed have been published or reissued within the past year; some of them are not yet off the press.

The listing of a book is not a recommendation of the book by the *Catholic School Journal*. The mention of a book in this list means that we think it may interest you and that it seems to be worthy of your examination if you are looking for such a book.

You are the judge when you plan to adopt a new textbook or to add to your school library. Most publishers are willing to lend you a book for examinations or to sell it to you on approval.

Following the name of the author and the price of each book, in this list, you will find the name of the publisher, usually abbreviated. A list of the publishers represented is at the end of the list of books.

## WHY THIS LIST?

This February, 1954, issue of the *Catholic School Journal*

is the 21st annual Schoolbook and Library number. February is Catholic Press Month, and during this month also schools will observe Catholic Book Week and Catholic Bible Week. Many of the books we have listed are worthy of special notice for Catholic Book Week.

Another important reason for the Schoolbook and Library number of the *Catholic School Journal* is to aid you in choosing the new textbooks, library books, and reference books you need right now, but especially for the opening of school next fall. Unless you plan this important feature of school administration well in advance, you will suffer the delays, disappointments, and confusion of the last-minute rush to get the tools you will need for your work.

## FURTHER HELP

This list contains only books that have been brought to our attention on the present occasion. We have made no effort to include all the books which have been reviewed in our regular book-review columns. The information given in regular reviews is usually more extensive. Other Catholic periodicals supply reviews of books which have not been brought to our attention or we have not reviewed for lack of space. The lists prepared by the Catholic Library Association also are quite helpful.

## GRADES I TO VIII

### ARITHMETIC

#### Numbers We See

By Riess & others. Scott, Foresman.  
A picture-method, number-readiness book for grade 1. *Our Number Workshop I* is the accompanying workbook.

#### Numbers in Action

By Hartung & others. Scott, Foresman.  
This second-grade book uses action as the clue to developing understanding of numbers. *Our Number Workshop II* is the workbook.

#### Arithmetic for Today

By Durell & others. Consumable edition — one book each for grades 1-8, 48 to 52 cents; cloth bound, \$1.32. Teacher's guide for each grade free with class orders. Merril.

Carefully planned, problems based on real life for understanding, minimum effective drill, thorough teacher's guidance, scientific sequence.

#### Continental Arithmetic Series

By Schlegel & others. Preprimer, 27 cents; grades 1-3, 36 cents each. Continental.

A new series. The preprimer for kindergarten or first grade is a picture book. Books 1-3 are complete practical arithmetics and may also be used to supplement any basal text.

#### Everyday Arithmetic, Jr. 1

By Douglass & others. Holt.  
A 1953 textbook for grade 7.

#### Numbers at Work

By Patton & Young. Grades 3-6, \$2.12 each; grades 7-8, \$2.20 each. Iroquois.

A new series of arithmetics. Books for grades 3-6 copyright in 1952; 7-8 in 1953. The authors are experts and they have built a thorough course with adequate teacher's aids and clear presentation.

#### Learning to Use Arithmetic

By Gunderson & Hollister. Heath.

*Readiness Book, Book 1, and Book 2.* These are new books to introduce the child to numbers. Illustrated in color. Plenty of reviews and drills. Teaching directions on each page.

### ENGLISH

#### A Flight Through Wordland

By Eichler & Snyder. 30 cents. Continental.

A review for grade 4 and up of word analysis, phonics, prefixes and suffixes, word games, etc. Teacher's key with class order.

#### Prose and Poetry Series

Published by Singer.

The well-known Prose and Poetry series consists of literature readers for grades 3 to 12. The publishers announce a new 1953 edition (called the Medallion Edition) of the books for grades 4, 5, and 6. The titles of the units for *The Sunshine Book* (grade 4) are: Our Native Land, Neighbor Lands, An American Poet, The Land of Folk and Fairies, An English Poet, Bible Lands, and the Lands of Make-Believe.

#### Cathedral Basic Language Program

By Monroe & others. Scott, Foresman.  
Entitled *We Talk, Spell, and Write* this new program integrates oral and written expression with spelling and writing.

#### Letter Form Reference Cards

For use with *We Talk, Spell, and Write*. These 16 by 12-in. cards are for display. Pupil cards, 10 by 6 in., are available in either manuscript or cursive alphabet.

#### Using Our Language

By David R. Patton, Althea Berry & others. Webster.

A new basic series of language books for grades 3-8. Grades 3-6 published in 1953; 7-8 in 1954.

Based on recommendations of *The English Language Arts*, by the Commission on the English Curriculum.

### Better English

By Herzberg & others. Ginn.

A new series for grades 7-12. Instruction in speaking, writing, reading, and listening. Definite goals are set. Problems are specific.

### Let's Read! (New Series)

*Book I: Reading for Fun and Book II: Reading for Experience.* For seventh and eighth-grade pupils retarded in reading. Holt.

### MUSIC

#### Our Singing World

By Pitts & others. Ginn.

A series of books for grades 1-8 carefully developed and graded, with piano accompaniments and illustrations. To accompany the books 500 phonograph records are available.

#### Music for Life

Compiled under direction of Sister M. John Bosco of the Sisters of Mercy. McLaughlin.

A series for grades 1-8. Books 1, 2, and 3 have been published; book 4 will appear in the spring of 1954; others later. A complete music program both ecclesiastical and secular. Expert organization and teaching aid.

#### Pius X Hymnal

By Faculty of Pius X School of Music. Organ Score, \$4; Singers Edition, \$2. McLaughlin.

A repertoire of English and Latin hymns for unison, two-part, and four-part choirs. Covers the Church year.

#### Another Dancing Time

By Satis N. Coleman. \$2.75. The John Day Co., 210 Madison Ave., New York 16, N. Y.

Simple piano music for rhythmic activities of children. Kindergarten to grade 3. Announced for March, 1954.

#### We Wrote a Symphony

By Ruth O. Bradley. \$1.50. Birchard.  
A sixth-grade project. Tells how it was done.

### Land of Pretend

Ey Eloise L. Johnson. \$1. Birchard.  
Thirteen easy musical activity units for primary children.

### The Story of Peter Tschaikowsky

By Wheeler & Price. \$3. Dutton.  
Story of the composer and piano arrangements of his music. Grades 3-6.

### Music Appreciation

The following children's books for music appreciation are listed in the Presser catalog:

*Nutcracker Suite*, 75 cents; *Peer Gynt Suite*, 75 cents; *Once Upon a Time Stories*, \$1; *More Once Upon a Time Stories*, \$1.

### Musical Compositions

The following musical compositions for grades 4-6 are listed in the Theodore Presser catalog: *Our Latin American Neighbors*, 75 cents; *Christmas in Mexico*, 85 cents; *Mardi Gras*, 85 cents; *American Traveler*, 85 cents. And the following are announced for early publication: *Christmas in the South, American Heritage, Elves and the Shoemaker*.

### Story With Music Series

By Ada Richter. Presser.

These musical playlets for grades 1-3 are titled: *Cinderella, Jack and the Beanstalk, Three Little Pigs, Peter Rabbit, Noah and the Ark* (preceding five are 60 cents each); *The First Easter* (75 cents); *The First Christmas* (75 cents); *Hare and the Tortoise* (85 cents).

Other books for primary grades are: *Child's Journey*, 75 cents; *Kindergarten Book*, \$1; *Games and Devices*, \$3; *Songs to Sing With Recreational Instruments*, 60 cents.

### Childhood Days Series

By Coit & Bampton. 9 books, each 50 cents. Presser.

Each book describes the childhood of a famous composer — Bach, Beethoven, Chopin, Handel, Haydn, Mozart, Tchaikovsky, Schubert, and Brahms. These are workbooks for ages 5 to 12.



## READING

## Faith and Freedom (Basal)

These books, prepared by the Commission on American Citizenship of the Catholic University of America and published by Ginn & Co., have been developing for several years and are now complete for grades 1-8.

The new primary program, *My Reading and Phonics Book*, by Sister M. Marguerite, S.N.D., consists of ten readers from a prereading book to an advanced third reader; seven workbooks from pre-primer to advanced third reader; eight teacher's books; cards and charts; achievement tests; etc.

## Faith and Freedom (Literary)

These five literary readers for grades 4-8 are collections of stories and poems to introduce Catholic children to their rich literary heritage. Five books, \$1.65 to \$1.77.

## New Cathedral Basic Reading Program

By Rev. J. A. O'Brien, Wm. Gray, & others. Scott, Foresman.

There are new editions of the four books for grades 2 and 3. Teacher's editions and *Think-and-Do Books* are available for each grade; also new *Cathedral Basic Reading Tests*.

## Arbuthnot Anthology

By May Hill Arbuthnot. Scott, Foresman.

Three anthologies—*Time for Poetry*, *Time for Fairy Tales*, and *Time for True Tales*—are now available in one binding.

## Just Imagine

A transition reader for beginning of fourth grade. Special program for slow readers consists of: *Just Imagine*, *Teacher's Edition*, and *Think-and-Do Book*. Scott, Foresman.

## Windermere Readers

Twenty supplementary Readers printed on excellent paper with excellent binding. Rand McNally.

Group A: *Wonder Book*, *Pinocchio*, *Heidi*, *Grimm's Fairy Tales*, *Alice's Adventures in Wonderland* and *Through the Looking Glass*. Each book, \$1.80; the five, \$9.

Group B: *Tanglewood Tales*, *Hans Brinker*, *Anderson's Fairy Tales*, *The Swiss Family Robinson*, *The Adventures of Perrine* (*En Famille*). Each book, \$1.80; the five, \$9.

Group C: *The Adventures of Remi* (*Sans Famille*), *Tales of India*, *The Arabian Nights*, *Robinson Crusoe*, *Gulliver's Travels*. Each book, \$2.40; the five, \$12.

Group D: *Treasure Island*, *Kidnapped*, *King Arthur and His Knights*, *Twenty Thousand Leagues Under the Sea*. Each book, \$2.40.

## Famous Story Series

By Frank L. Beals. Sanborn.

*Story of Robinson Crusoe* (gr. 3 and 4), *Story of Treasure Island* (gr. 5 and 6), *Story of Deerslayer* (gr. 5 and 6), *Story of Gulliver's Travels* (gr. 6 and 7), *Story of Moby Dick* (gr. 6 and 7), *Story of Two Years Before the Mast* (gr. 6 and 7), *Story of Prince and Pauper* (gr. 6 and 7).

## The Young Catholic Messenger (gr. 6-9)

## The Junior Catholic Messenger (gr. 3-6)

## Our Little Messenger (gr. 1-3)

Weekly magazines published by Pflaum. Current affairs, Sunday Gospel, fiction, poems, puzzles, cartoons. Study guides and reading tests for teachers included with class subscriptions.

## Treasure Chest

Biweekly for all ages. Pflaum. Quality Catholic picture-story magazine. Awarded "A" by *Parents' Magazine* rating.

## Match

By Dolch. Set One & Set Two. Each set 55 cents, school price. Garrard.

Two "games" each set with two picture word cards which the player matches. A Dolch Reading Readiness device for kindergarten and first grade.

## Popper Words

By Dolch. Set One for gr. 1; Set Two for gr. 2. Each, 55 cents, school price. Garrard.

Cards for learning and review of the 220 Basic Sight Vocabulary Words for grades one and two.

## Take

By Dolch. School price, \$1. Garrard. A "game" for learning phonics.

## Old World Stories

## Far East Stories

By Dolch & others. School price, \$1.50 each. Garrard.

New additions to the Dolch "Pleasure Reading Series."

## It's Fun to Find Out

By Paul Witty & Northwestern U. and the research staff of Encyclopedia Britannica Films. 8 books, 32 cents each. Heath.

For primary grades. Enable the young child to master a vocabulary far beyond normal. Illustrated with still pictures

from the films from which the books are named. Titles are: *Three Little Squirrels*, *Gray Squirrels*, *Shep the Farm Dog*, *Farm Animals*, *The Fireman*, *The Mailman*, *The Food Store*, and *A Day at the Fair*.

## Basic Reading Abilities Series

By Durrell & Sullivan. World Book Co. Preparatory Unit: *Look and Say*, 92 cents; *My New Friends*, 60 cents; *Up and Down*, 48 cents; *Bing*, 52 cents; *Workbook for Up and Down and Bing*, 48 cents; *Teacher's Manual*, Part One, \$1, Part Two, \$1.20. *Readiness Abilities Test*, \$1.80 per pkg.; *Preprimer Abilities Test*, \$1.80 per pkg.; *Word Cards*, \$4.40; *Character Pictures*, 72 cents.

Basic Skills Unit: *Betty and Bobby*, \$1.44; *Workbook for Betty and Bobby*, 48 cents; *The Big Surprise*, \$1.60; *Workbook for The Big Surprise*, 48 cents; *Primer Abilities Test*, \$1.80 per pkg.; *First Reader Abilities Test*, \$1.80 per pkg.; *Teacher's Manual*, Part One, \$1.30, Part Two, \$1.32.

This notable beginning reading program is now complete. The Preparatory Unit insures that the pupil is ready before he begins to read the primer. The Basic Skills Unit carries on the first year program to completion. Nothing is left to chance.

## Duplicator Sets for Reading

The Continental Press has added four new sets to its liquid duplicator aids to reading for primary grades. They are: A preprimer, a primer, grade one first semester and grade 1 2nd semester. Each set is priced at \$3.20. A teacher instruction folder is free.

## RELIGION

## Religion Stories for Home and School

More than 50 stories for parents to read to younger children and for older children to read. 75 cents. Confraternity. Teachers can find the story they need for a particular lesson on doctrine and on ecclesiastical seasons and feasts.

## Welcome Jesus

By Rev. Geo. Dennerle & Sister M. Magdala, S.N.D. Bruce.

This favorite prayer book for First Communion classes has been issued in a new edition illustrated in color. The new regulations about the Communion fast are included. The prayers conform to those in the revised Baltimore Catechism. The examination of conscience is particularly good.

## Catholic Bible Play Book

Ed. by Jos. A. Duffy & Marguerite R. Duffy. \$1. The Seahorse Press, Pelham, N. Y.

Games, stories, cut-outs, puzzles, etc., based on the Douay Bible. 1954.

## We Love God

By Sister M. Francine, S.S.C. 45 cents net. Follett.

A textbook of activities in the practice of virtue and of construction projects for the kindergarten child. A year's work. Teacher's guide for daily use.

## Jesus Come to Me

By Sister M. Imelda, O.P. 45 cents net. Follett.

Teaches all the child need to know before First Holy Communion. Teaches him to live his religion. Three parts: I Pray; I Prepare; I Partake—Prayer, Confession, Holy Communion. Complete activities and construction work with teacher's guide.

## First Life of Christ

By Father Gales. 25 cents. Catechetical.

Told as Mary might have told it to small children.

## God's Story Book

Illustrated in colors. 25 cents. Catechetical.

A first book of Bible stories.

## I Believe

By Sister M. Juliana. 25 cents. Catechetical.

The Apostles' Creed explained, phrase by phrase, and illustrated in the child's own words.

## Hail Mary

By Sister M. St. Paul. 25 cents. Catechetical.

Explanation in story form of the life of Mary from the Annunciation to the Assumption. Ready in January, 1954.

## First Book of Saints

By Father Gales. 25 cents. Catechetical. A number of the saints known to children. Ready in February, 1954.

## Listen to God

By Sister M. Juliana. 25 cents. Catechetical.

About the Ten Commandments. Ready in February, 1954.

## Colored Bible Pictures

The Co-op Parish Activities Service, Effingham, Ill., operates as one of its services a "Printing Service," for reproducing colored pictures to aid in teaching religion. As an example anyone can obtain Colored "52 set" Pictures, consisting of 4 charts of 13 pictures each, size 21 by 33 in., price \$2.50 per chart of 13 pictures. Other items listed are Recreation Booklets, Colored Sand-Table Cut-Outs, Books



An exhibit for Catholic Press Month at Sacred Heart High School, Laurium, Mich. The senior English class obtained some 80 Catholic newspapers and about 50 magazines, also books and pamphlets. They analyzed and compared the newspapers and magazines.



A Catholic Press Month exhibit by pupils and Girl Scouts at St. Alphonsus School, Glens Falls, N. Y. Sisters of the Assumption of the Blessed Virgin Mary are the teachers.

of Bible Stories Visualized, Coloring Books, Geography and History Posters to Build Up.

We suggest that teachers who are not familiar with this service write to Father Nell, the director, for catalog and details. A major activity of the service is the production and distribution on a co-operative basis to parishes on slide films.

### The Catholic Child

By Father Francis. 20 cents. Pub. by Father Francis.

A beautifully illustrated booklet containing the prayers a child should learn and a 12-page chapter, "The Catholic Child Goes to Mass."

Other books by the same author at the same price include: *The King Comes* (First Communion), *Our Mother Mary*, *The Childhood of Jesus*, *Jesus Is God*, *Stories Jesus Told* (Parables), *I Follow Jesus*, *The Holy Rosary*, *They Became Saints*, *Around the Year in Picture and Song*.

### A Perfect Gift for God

By Father Francis. 20 cents. Pub. by Father Francis.

Directed to children of middle and upper grades. Guides the child to participate in the Holy Sacrifice of the Mass as he should.

### St. Mary Sunday Missal

Prayers and Heritage. Prices from 55 cents up. Benziger Bros.

This book, written in clear, simple language by Benedictine monks, presents the liturgy, the Bible, and religion to children.

### The Catholic Child's First Dictionary

By Elizabeth Clemons. \$1.50. Winston. A dictionary of the vocabulary of the Baltimore Catechism. Illustrated in colors. Ages 6-8.

## SCIENCE

### A Christian Social Living Science Series

By Committees directed by Sister M. Aquinas, O.S.F. & Msgr. E. J. Westenberg, Ph.D. Laidlaw.

Book for grades 1-4 available; 5-6 in preparation. Teachers manual for each book.

### Science Problems

*Science Problems I* (gr. 7) and *II* (gr. 8), published by Scott, Foresman, have been revised. There is a teacher's edition for each and a study book, *Solving Science Problems*.

### Geographic Survey of Science

By Wm. Lemkin. \$1.65 (paper, 90 cents). Oxford.

A beginning book in general science announced for publication in January, 1954. For age about 9 years. Illustrations in color.

### Living in God's World

By Sister Francis Regis, C.S.J. \$1.35 net. Mentzer.

Book four of God's World series. Elementary science (gr. 4) and health and safety. Clothbound, 9 by 12 in., illustrated.

### Southern Nature Stories

By Baker & others. Three books, gr. 4-6, \$2.96 each. Turner E. Smith & Co.

### Earth Science (3rd ed.)

By Fletcher & Wolfe. Heath. Latest data used in writing the third edition of a study of all phases of physical geography.

### Science for Liquid Duplicators

The Continental Press has eight new sets of science courses for grades 1-6 in liquid duplicator form. Each set \$3.20, including teacher's instructions.

## SOCIAL STUDIES

### Social Studies on the Duplicator

The Continental Press announces four new sets of social studies for grades 1 and 2 ready to be reproduced on a liquid duplicator. Each set \$3.20, including teacher's instructions.

### Catholic School Histories Series

By Very Rev. Msgr. E. J. Goebel, Rev. T. J. Quigley, & J. E. O'Loughlin, Laidlaw.

*Builders of Our Country*, gr. 4—Lives of great men; *The Story of My America*, gr. 5—America before 1865; *Our Old World Background*, gr. 6—from earliest times; *A History of the United States*, gr. 7-8—complete. Directed study exercises and teacher's manual available.

### Around the Home

By McConnell & Hugley. \$2.52. Rand McNally.

A 1954 geography for third grade. Studies food, clothing, and shelter and the interdependence of communities.

### History for the Beginner

By Cordier & Robert. \$2.28. Rand McNally.

### History of Young America

By Cordier & Robert. \$2.72. Rand McNally.

A 1954 textbook on the beginning of American history.

### History of World Peoples

By Cordier & Robert. \$2.92. Rand McNally.

A 1954 textbook tells how people of Europe and Asia contributed to our civilization.

### History of Our United States

By Cordier & Robert. \$3.72. Rand McNally.

A 1953 textbook for junior high school.

### Visualized Problems of American Democracy, Catholic School Ed.

By Kenneth D. Hart. Ed. by Rev. C. G. McAleer. Paper, 90 cents; cloth, \$1.65. Oxford.

A 1953 edition. Catholic interpretations of current problems. Illustrated. Ages 11-12.

### Visualized World Geography

By Wm. S. Roeder. Paper, 90 cents; cloth, \$1.65. Oxford.

A 1953 concise text. Maps, graphs, and original illustrations, student assignments.

### Directed Studies in Christian Civics

By Very Rev. Msgr. Edmund J. Goebel. 72 cents net. Mentzer.

A study guide to accompany *The Christian Citizen—His Challenge*. Motivates discussion by the class. A thorough workbook in Christian social living. Upper grades.

### Land of Our Lady Series

By various Sisters. Ed. by Rev. Timothy F. O'Leary, Ph.D. & others. Benziger Bros.

A new history series for grades 4-8 (5 books). Titles: *Founders of Freedom*, \$1.74; *Bearers of Freedom*, \$1.74; *Leaders of Freedom*, \$1.95; *Challenge of Freedom*, \$2.32; and *Guardian of Freedom*, \$2.37. A complete course in U. S. history. Teacher's manual, \$1.

### Homelands of the World

By Thurston & Hankins. \$3.20. Iroquois.

A new geography for grade 4, which stresses the social significance of geography. A teacher's guide is available at 50 cents net.

## SPELLING

### New Catholic School Speller

Prepared by Sisters at St. John College, Cleveland, Ohio, for grades 2-8. Laidlaw.

New edition with increased emphasis on phonics in grades 2 and 3; dictionary skills in grades 4-6; more emphasis on semantics, word origins, and derivatives in grades 7-8.

### Let's Build With Words

By Wm. Kottmeyer & May B. Lamber. 36 cents. Webster.

A new addition to the Goals in Spelling program for grade 1 which ties spelling to reading and handwriting to readiness activities.

### Spelling for Everyday Life

By Bixler & Meade. Seven books for gr. 2-8. \$1.04 each. Turner E. Smith & Co.

A 1952 set of outstanding spelling books. Teaches spelling scientifically.

## MISCELLANEOUS

### Handicrafts for Elementary Schools

By Moore & others. \$5. Heath.

A new handbook of practical suggestions for teachers. Presents directions and

scaled drawings. Can be used in elementary or high school or by adults.

### The Holiday Drawing Book

By Mary Black Diller. \$2.75. Pitman Publishing Corp.

Teaches art from the drawing of the usual shapes (ovals, triangles, circles, squares, rectangles, etc.). Lessons are grouped around seasons and holidays.

### Fun With Beads

By Leeming. \$3. Lippincott.

A craft book for grades 3-8 to be published in February, 1954.

### Health for Better Living

By Hallock & others. 3 books. Ginn.

Three health books for grades 1-8 to be published early in 1954. They introduce basic health facts in story form, illustrated in color.

### Safety for the Little Citizen

By Gibson & Meriwether. Book I, gr. 1; Book II, gr. 2. Each, \$2.36. Turner E. Smith & Co.

These 1953 books teach the younger children to observe safety precautions on all occasions. Illustrated in color.

## ELEMENTARY LIBRARY

### BIOGRAPHY

#### God and the General's Daughter

By Anne Heagney. \$3. Bruce.

The story of Frances Margaret Allen, daughter of General Ethan Allen, who became a Catholic and the first nun from New England. For girls 12-15.

#### Little Saints

By Margaret & John Moore. \$1.50. Grail.

Short stories of child saints. Lower grades. Published in December, 1953.

#### The Medal

By Mary Fabyan Windeatt. \$2. Grail.

The story of the Miraculous Medal. The book is illustrated by Gedge Harmon.

#### The Man on Fire

By Mary Fabyan Windeatt. \$2.50. Grail.

The story of St. Paul. Illustrated.

#### Our Lady's Slave

By Mary Fabyan Windeatt. \$2.50. Grail.

The life of St. Louis de Montfort.

#### Sketch Me, Berta Hummel

By Sister M. Gonsalva Wiegand, O.S.F.

\$3. Grail. About Berta Hummel and her art.

#### My Name is Thomas

By Mary Fabyan Windeatt. \$1.25. Grail.

The story of St. Thomas Aquinas in autobiographical style.

#### The World Is His Parish

By Mary Fabyan Windeatt. Pfaum.

A 36-page pictorial biography of Pope Plus XII in colored "comic book" form. To be published in March, 1954.

#### John Smith of Virginia

By Ronald Syme. \$2.50. Morrow.

Biography for ages 10-14. Spring of 1954.

#### Theodore Roosevelt Fighting Patriot

By Clara Ingram Judson. \$3.53. Follett.

An illustrated story of the life of Theodore Roosevelt. Ages 10 and up. Other books by the same author are: *Abraham Lincoln*, *George Washington* and *Thomas Jefferson*.

#### Childhood of Famous Americans

By various authors. School editions, \$1.48 (net \$1.11) each. Bobbs.

Fifty volumes appeared in 1953 and 15 more are to be released on February 1, 1954. They are written for children from the fourth grade up. A few titles chosen at random are: *Abe Lincoln*, *Ben Franklin*, *Booker T. Washington*, *Clara Barton*, *Juliette Low*, *Robert Fulton*, *Will Rogers*, *Woodrow Wilson*.

## FICTION

### Winston Science Fiction Series

Good novels in the science fiction field for junior (and young senior) high school students. Priced at \$2 each. Winston.

Some titles are: *Vandals of the Void*; *Rocket to Luna*; *Battle on Mercury*; *Mystery of the Fluid Mine*; *The Mysterious Planet*.

### Teeny-Big

By R. K. Cooper. \$2. Christopher.

A new juvenile story of three elves.

### Roman Collar Detective

By Grace & Harold Johnson. \$2.75. Bruce.

How a young priest solves a murder mystery and clears his brother of the charge.

### Angel Food Time

By Rev. Gerald T. Brennan. \$2.50. Bruce.

The latest of the famous Brennan books.

### Mickey O'Brien

By Rev. Gerald Kelly, S.J. & Don Sharkey. Bruce.

An excellent story, for boys of 10-14 years, by two outstanding authors. Copyrighted in 1954.

### Rag A Tag and Other Fairy Tales

By Aimee Torriani & Patsey Ellis. Illustrations by Gedge Harmon. \$1.25. Grail.

### Tales of Valor

Thrilling stories of adventure, illustrated and published in pocket size by Divine Word Missionary Publications, Techny, Ill.

Books listed in a Christmas announcement are: *Tahko, the Indian Boy*, *The Slaves of the Sultan*, *The Yang Brothers*, *The Triumph of the Huron Chieftain*, *The Pirate's Prisoner*, *Prince Sikotora*, *Pat O'Neal*, and *The Plot of Nicaragua*.

**The Very Little Girl**

By Phyllis Krasilovsky. \$1.50. Doubleday.  
Picture book. Grades 1-3.

**The Magic Ball from Mars**

By Carl L. Biemiller. \$2.50. Morrow.  
Flying Saucers. Ages 8-12.

**The Delaware Indians**

By Sonia Bleeker. \$2. Morrow.  
For ages 8-12.

**Michael's Friends**

By Rose Dobbs. \$2. Coward.  
A picture story book for primary children. Friends are a cat, a dog, and a pig.

**Johnny Texas on the San Antonio Road**

By Carol Hoff. \$3.15. Follett.  
A story of courage of a pioneer boy. Ages 8 and up.

**The Christmas Donkey**

By Alta Seymour. \$2.83. Follett.  
One of a series of Christmas around the world, this one is set in southern France. Ages 8-11.

**The Four Riders**

By Charlotte Krum. \$2.48. Follett.  
Easy-to-read picture book, 9 by 12, 32 pp., for ages 4-7.

**Peter Liked to Draw**

By Anne Lattin. \$2.13. Follett.  
Peter was unhappy because his drawings were always destroyed—until his father told him to draw on his bedroom walls. Ages 4-7.

**Noel for Jeanne-Marie**

By Francoise. \$2.25. Scribner's.  
A fine Christmas picture book about the celebration of Christmas (Noel) in southern France. Ages 4-7.

**The Mission Bell**

By Leo Politi. \$2.25. Scribner's.  
A story of Father Serra and one of his missions in California. Ages 7-10.

**Bright of the Grand Canyon**

By Marguerite Henry. \$2.95. Rand McNally.  
Story of a burro who blazed trails for men.

**RELIGION****Character Calendar**

By Sisters M. Fidelis & M. Charitas, S.S.N.D. \$1.85. Bruce.  
A revised, up-to-date edition issued in December, 1953. The saint or feast for each day of the year with suggestions on the spirit of the feast.

**Our Lord Jesus Christ**

By Mother M. Paula Williamson. \$1. Grail.  
Story of our Lord Jesus Christ for young children.

**His Name Is Jesus**

By Julia C. Mahon. \$2. Grail.  
The story of Jesus for small children, with an illustration on every page. December, 1953.

**Hear Our Prayer**

By Banigan & Pegis. \$1. Doubleday.  
Prayers for every hour and occasion of the child's day. Illustrated. Catholic edition, grades 1-3.

**The First Catholics**

By Marigold Hunt. \$2.75. Sheed.  
The Acts of the Apostles retold for children 8 to 12.

**Jesus, Son of Mary**

By Bishop Fulton J. Sheen. \$1. McMullen.  
Illustrated in color. The story of Jesus for children.

**While Angels Watch**

By Rev. Gerald Scriven. \$3. Catechetical.  
The story of the angels who were with Christ from His birth to His death on the cross. For ages 9-12.

**SOCIAL STUDIES****Land of the Free Series**

Stories for background in social studies on the junior-high-school level. May be used also as supplementary reading in high school. Priced at \$2.75 each. Winston.

Some of the titles are: *Becoming Hills* (Italians in California); *Colt of Destiny* (California Missions); *Door to the North* (14 century America); *Footprints of the Dragon* (Chinese and the Pacific Railway); *I Heard of a River* (Pennsylvania Germans); *The Last Fort* (French Voyageurs).

**Winston Adventure Books**

Historical novels suitable for ages beginning with the middle grades. Priced at \$1.50. Winston.

Some titles are: *A Boy for a Man's Job* (founding of St. Louis); *Courage to Command* (capture of Louisburg); *Lost Colony* (Roanoke Island); *Continent for Sale* (Louisiana Purchase); *The Singing Wire* (telegraph).

**Meet Sandy Smith**

By Neil Anderson. \$2.50. Messner.  
Sandy comes from a western ranch to live in a New York housing project and wins many friends. Ages 8-10. April, 1954.

**The Young Traveler**

Ed. by Frances Sayers. Four books by four authors. Each, \$3. Dutton.  
The books describe France, Holland, England and Wales, and Sweden. Grades 6-9.

**Here Comes the School Train**

By Wm. H. Bunce. \$3. Dutton.  
Jimmy and Betty in a Canadian forest go to school once a month in a railroad car.

**New York City Old and New**

By Caroline D. Emerson. \$3.50. Dutton.  
400 years of history with maps, graphs, and other illustrations. Grades 5-8.

**Little Rhody**

By Neta L. Frazier. \$2.75. Longmans.  
A story of family life and a farm in Michigan in 1875. Ages 8-12.

**Messenger By Night**

By Mary E. Andrews. \$2.75. Longmans.  
A story of Rhodes in 1943. Ages 10-14.

**Why We Live Where We Live**

By Eva Knox Evans. \$3. Little.  
How geography affects the people in our country. Ages 7-11.

**Allan and Trisha Visit Science Park**

By Harrison & Washburn. \$2. Little.  
What two children saw in a museum. For ages 6-8.

**Through the Locks: Canals Today and Yesterday**

By Walter Buehr. \$2.25. Putnam's.  
Operation and uses of canals and locks. For February, 1954.

**Getting to Know Korea**

By Regina Tor. Illus. by author. \$2.25. Coward-McCann, Inc., 210 Madison Ave., New York 16, N. Y.

**GRADES IX TO XII****COMMERCIAL****Encyclical Dictation**

By Sister M. Therese, O.S.F. \$1.20. Gregg.

An advanced dictation book written in Gregg Shorthand simplified. To increase speed, accuracy, and vocabulary and to familiarize the student with the Christian social principles taught in the Encyclicals. Teacher's manual and key, 50 cents.

**Catholic Timed Writings**

By Sister Anna Maria, O.S.U. Prentice.  
Here are 31 writings on Christian life, etc., for use in speed tests and practice. Written especially for use in Catholic schools.

**High School Typing**

By Tidwell & Stuart. Prentice.  
A new basic text to be published soon.

The nature of the land, agriculture, family life, city of Seoul, school, history, etc. For middle grades. 1953.

**The Seminole Indians**

By Sonia Bleeker. \$2. Morrow.  
The Indians of Florida for ages 8-12. Spring of 1954.

**Eric on the Desert**

By Jerrold Beim. \$2. Morrow.  
The wonders of Arizona in story and picture for small boys. Ages 4-8. Selection of Catholic Children's Book Club.

**Patch Scatters Culture**

By Patrick J. Carroll, C.S.C. \$2.75. Ave Maria.  
The latest of a popular series featuring the later school days of the adventurous, quick-witted Patch. It represents a typical group of Irish folk illustrating their love for their faith, their fellow man, their country, and their heritage.

**My Friend Yakub**

By Nicholas Kalashnikoff. \$2.75. Scribner's.  
A Siberian-born American presents a true picture of life in a Serbian village in the happiest days of peasant farmers.

Good illustrations show the student what to do. An excellent teacher's manual is available.

**Personal and Vocational Typing**

By Rosa G. Webber, M.A. \$2.75. Christopher.  
A carefully planned book for school use or for self-teaching. Covers the field thoroughly.

**Basic Exercises in Bookkeeping First Year**

By Geller & Perman. 60 cents net. Republic.  
A concise first-year textbook.

**20th Century Bookkeeping and Accounting**

By Carlson & others. South-Western.  
Advanced volume, 20th ed. 1953.

**Full-Keyboard Adding Listing Machine Course**

By Agnew & Goodfellow. South-Western.  
Second ed., 1953.

**Office Machines Course**

By Agnew. South-Western.  
Second ed., 1953.

**Applied Business Arithmetic**

By Curry & Piper. South-Western.  
Sixth ed., 1953.

**Applied Business Arithmetic**

By Curry & Piper. South-Western.  
Abridged, Sixth ed., 1953.

**Fundamentals of Selling**

By Walters & Wingate. South-Western.  
Sixth ed., 1953.

**Applied Penmanship**

By Lyon. South-Western.  
Copyright in 1953.

**Business Principles and Management**

By Shilt & Wilson. South-Western.  
Copyright in 1954.

**Secretarial Office Practice**

By Agnew & others. South-Western.  
Copyright in 1954.

**Business Arithmetic (3rd ed.)**

By McNelly & Adams. \$3.12. Prentice.  
A 1953 book for grades 10-12. Features: business training and problems of everyday living.



An informal discussion at a recent meeting for Catholic editors at Dayton, Ohio. Left to right: Most Rev. Albert R. Zuroweste, Bishop of Belleville, Ill.; Richard Reid, K.S.G., editor of the "Catholic News," New York; Charles J. McNeill, Midwest Regional Chairman; and James J. Pflaum, editor-in-chief of the "Messengers" and "Treasure Chest."



**Business Law for Everyday Living**

By S. George Getz. \$2.96. Prentice.  
A fourth ed. (1953). 500 review problems.

**ENGLISH****Cardinal Newman Edition of Adventure Series**

Ed. by Sister Anna Mercedes, S.C.; Rev. Leo F. Halpin; Sister Marie Theresa, S.C.; and Brother Basilian Richard, F.S.C. The titles are: *Adventures in Reading*, *Adventures in Appreciation*, *Adventures in American Literature*, and *Adventures in English Literature*. The books are published by Harcourt, Brace & Co.

**Prose and Poetry of the World**

Ed. by J. Kenner Agnew & Agnes L. McCarthy. Singer.  
This is a new world literature for high schools published in January, 1954.

**America Reads Series**

By Pooley & others. Scott, Foresman.  
*Good Times Through Literature* (gr. 9); *Exploring Life Through Literature* (gr. 10); *The United States in Literature* (gr. 11); *England in Literature* (gr. 12). Teacher's manuals and *Think-It-Through Books* available for each year.

**Speech Fundamentals**

By Barnes & Smith. \$2.76. Prentice.  
A 1953 text for a class textbook or for correction of individual difficulties. Grades 10-12.

**Your Voice and Speech**

By Raubichek & others. \$3.24. Prentice.  
A general course in speech. Grades 10-12.

**Word Study**

By John G. Gilmartin. Prentice.  
For grades 9-12. A fourth edition is scheduled.

**Better English**

By Herzberg & others. Ginn.  
A new series for grades 7-12. Instructions in speaking, writing, reading, and listening. Definite goals are set. Problems are specific.

**The Art of Speaking**

By Elson & Peck. Ginn.

**Writing Handbook**

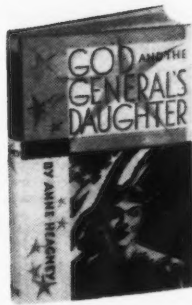
By M. J. Kammer, S.J. & others. \$2.40. Loyola.

The *Writing Handbook* for four years of high school condenses the material in the *Writing* series of four books. The four basic books are: *Correct Writing* (\$2.40); *Adult Writing*; *Effective Writing*; *Planned Writing*. The two last named are not yet published.

**English at Work**

By Margaret M. Bryant & others. Four books, \$2.60, \$2.60, \$2.72, and \$2.72. Scribner's.

A series that motivates the students to intelligent expression. Grammar and punctuation are made interesting. Self-tests are a feature.

**Unit Drills for Better English**

By Jerome Shostak. Oxford.  
Compact pamphlets on points of grammar and usage with exercises for correction. Titles now available: *Correcting Sentence Errors*, 15 cents; *Punctuation and Capitalization*, 15 cents; *Preferred Modern Usage*, 20 cents.

**Basic Units in English**

By Fuchs & Sullivan. 80 cents net. Republic.

A review and summary of high school English. There are two editions, one for 3-year course and the other for a 4-year course. In ordering, state which one you want. Sections on grammar, composition, and literature stressed. Regents' examinations and teacher's key included free.

**Effective Reading**

By Feigenbaum. Globe.  
Purposeful readings for corrective and remedial reading. 1953.

**Good English for High Schools**

By Shattuck & others. \$1.32. Iroquois.  
A 1953 textbook—a basic course in high school English. Grammar, spelling, reading, oral and written expression, literary appreciation, and library work.

**The New Standard High School Spelling Scale**

By Biyler & Simmons. \$2.12. Turner E. Smith & Co.

**Living Your English**

By Colton, Davis & Hanshaw. Books I & II, \$1 each. Books III & IV in press. Heath.

A new series for slow learners described as "the easiest series of composition tests you have ever seen." They base grammar and composition on the everyday life of students; they have an abundance of diagnostic and achievement tests; they are illustrated with cartoons; they provide for self-correction. There are teacher's manuals, answer strips, and tests with answers.

**Grammar in Action (3rd ed.)**

By J. C. Tressler. Heath.  
Retains the best features of older editions and presents new features. Presents grammar to help pupils to speak and write effectively.

**LANGUAGES****Fronteras I****Fronteras II**

By Arjona & Tatum. Scott, Foresman.  
Spanish books with the "reading, speaking, writing" approach.

**Using Latin I****Using Latin II**

By Scott, Horn, Gummere. Scott, Foresman.  
Latin made usable from the first page.

**First-Year Spanish**

By Staubach & Walsh. Ginn.  
To be published in February, 1954. Integrates understanding, speaking, reading, and writing. Spanish background. Oral-aural method. Inductive. Pronunciation taught in the first ten lessons.

**Spanish 3 Years**

By Amateau & others. 45 cents net. Republic.

A complete summary and review of a three-year high school course in Spanish.

**Shorter Spanish Dictionary**

By Amador. \$5.50. Heath.  
A new Spanish-English and English-Spanish dictionary containing 50,000 entries in each section. Up to date and efficient for high school and college.

**Conquistadores y Defensores**

By Grismer & Molinos. Heath.  
A new Spanish reader for second-year high school or second-semester college.

**Pasos por el Mundo Español**

By Switzer & others. Heath.  
A complete two-year foundation course.

**First Year Latin**

By Charles Jenney, Jr. Allyn & Bacon.  
This is a 1953 revision of the Smith-Thompson book. It lays out a carefully planned course with very frequent reviews. Many illustrations are in color. There is an improved new workbook.

**Fourth Year Latin**

By Sister Joseph, I.H.M., & Dr. Roy J. Deferrari. \$3.96. Bruce.

Published in 1953, this completes the Marian Latin Series. Correlates classical and ecclesiastical Latin. Includes a major part of the Aeneid and selections from Prudentius and other Christian writers. Complete grammar section.

**A Second Course in German**

By Huebener & Newmark. Heath.  
The new second book of a two-year course according to accepted modern methods.

**Our Spanish Heritage**

By Louis List. Heath.  
A new elementary reader based on the story of Spain in North America.

**Die Nibelungen**

By Spann & Leopold. Heath.  
A new reader containing a story on the adult level of interest presented on the elementary level.

**Qué Quiere Decir?**

By Starnes & Van Scoy. Heath.  
A new text in Spanish for conversational courses—a book of idioms for intermediate classes in high school or college.

**MATHEMATICS****Algebra**

By Welchons & Krickenberger. Ginn.  
Book One and Book Two. Also achievement tests and teacher's manual.

**Geometry**

By Welchons & Krickenberger. Ginn.  
Modern geometries with practical methods for hurdling the hard spots. *New Plane Geometry* now ready; *New Solid Geometry* to be published in 1954.

**Trigonometry**

By Welchons & Krickenberger. Ginn.  
New book on the press. Emphasizes reasoning and comprehension.

**Plane Geometry****Solid Geometry**

By Mallory & Oakley. Sanborn.  
The authors have used great care in planning the course and wording explanations to make the subject understandable. A feature is the series of summaries, reviews, and tests. The *Plane Geometry* was published first; the *Solid Geometry* has a 1954 copyright.

**Review Digest of Tenth Year Mathematics**

By Malament & others. 25 cents net. Republic.

**Everyday Mathematics**

By Douglass & others. Holt.  
General mathematics for grade 9. Published in 1953.

**Modern Course in Trigonometry**

By Hooper and Griswold. Holt.  
Complete plane trigonometry and the more usable features of spherical trigonometry.

**Algebra I and II**

By Morgan & Paige. Holt.  
Following a logical, tested teaching plan to give students facility in solving practical verbal problems.

**Arithmetic for High Schools**

By Butler. Heath.  
A new book.

**Reviews and Examinations in Algebra**

By Lower & Sides. Heath.  
A second edition. For first- and second-year work.

**Fundamental Mathematics**

By Mallory & Skeen. Prentice.  
A 1953 text for grades 9-12.

**Your Mathematics**

By Hawkins & Tate. Scott, Foresman.  
A revised edition.

**MUSIC****A Song Approach to Music**

By Dr. Charles Leonhard. \$2. Silver.  
Learning to read music from the music patterns of songs familiar to the reader. Accompanied by a 33-1/3 r.p.m. record. Useful to high school students, all teachers and student teachers, and others who wish to improve their facility in reading music.

**Music Throughout the World**

By Marian Cotton & Adelaide Bradburn. \$3.32. Birchard.  
A new text on music appreciation.

**The Singer's Manual of English Diction**

By Madeline Marshall. \$3.75. Schirmer.  
An analysis of the principles of phonetics applied to singing. The author coaches performers at the Juilliard School, the Union Theological Seminary, and the Metropolitan Opera.



### Schirmer's Guide to Books on Music and Musicians

Compiled by R. D. Darrell. \$6. Schirmer. More than 550 major subject headings, 440 pp. Dictionary style. Annotated.

## RELIGION

### How to Plan and Conduct the Parish CCD High School of Religion

50 cents. Published by Confraternity in 1953.

Tells how to organize and conduct classes.

### The Life of Christ (the Gospels) Part II

A discussion-club text on the last part of our Lord's life on earth. 50 cents. Confraternity.

### What Catholics Believe

By Rev. Victor Drees, O.F.M., Ph.D. \$1.75. St. Francis.

Clear explanation of the articles of the Apostles' Creed published originally in *St. Anthony Messenger*.

### The Kingdom Is Yours

By Rev. P. Forestier, S.M. \$3.50. Fides. New book which teaches moral principles to youth through the Gospels, especially through the Sermon on the Mount.

### Wisdom Shall Enter

By Rev. Leo J. Trese. \$2.75. Fides. Great truths of Catholicism in language that all can understand. New book.

### The Passion

A new pamphlet published by Fides at 25 cents. Subjects: The Last Supper, the Garden of Olives, the religious drama, the civil prosecution, the Way of the Cross, the Crucifixion, and the Resurrection. Illustrated with reproductions of outstanding art.

### Signs of Life

By Louvel & Putz. \$2.75. Fides. A new popular treatment of the seven sacraments.

### Saint Paul, Apostle of Nations

By Daniel-Rops. \$2.75. Fides.

## SCIENCE

### Elements of Physics

By Baker, Brownlee & Fuller. Allyn & Bacon.

This is a completely rewritten, new, and enlarged edition, containing new illustrations (four sections in color), new diagrams, carefully planned demonstrations, and questions. There is a new workbook and there is a teacher's manual for both text and workbook.

### General Science for High School

By Painter & Skewes. \$2.43 net. Mentzer.

A relevant approach. Simple vocabulary and attractive format. 28-page glossary.

### Physics for Modern Times

By Abraham Marcus. \$3.92. Prentice. A simplified presentation, well arranged for interest and understanding.

### High School Physics

By Blackwood & others. Ginn. Presents basic principles clearly. Many teaching aids. Well illustrated. Up-to-date information. Workbook, teacher's manual, and tests available.

### Everyday Physics

By Nelson & Winans. Ginn. A consumer physics approaching topics by examining machines in common use. "A terminal rather than an academic physics." Workbooks, teacher's manual, and tests available.

### Chemistry Today

By Biddle & Bush. \$3.92. Rand McNally.

A 1954 textbook treating the appreciation of chemistry to everyday living.

### Science: Books I & II

By Davis & others. Holt. For grades 7 and 8. Announced for spring of 1954.

### Modern Chemistry

By Dull & others. Holt. Announced for spring of 1954.

### Our Surroundings

By Fowler & others. \$2.96. Iroquois. A 1953 edition of a popular textbook. Presents the latest developments in various fields of science. Intended as the third book in a junior-high series or as a one-year course in grade 7.

## SOCIAL STUDIES

### Civilization: Ancient and Medieval

By Fathers Weber & White. S.M. Cloth, \$3.88; paper, \$2.88. Cath. Ed. Press.

A new concise text emphasizing religious, social, and cultural history. Questions for each unit. Bibliographies for supplementary reading. Diagrammatic maps.

### American Democracy, Its Problems and Achievements

By Eva J. Ross & Ernest Kilzer, O.S.B. \$3.96. Bruce.

A newly revised and enlarged edition sufficiently comprehensive for the three social science courses.

### World History for a Better World

By Wm. Neff & Mabel Planer. \$4.36. Bruce.

A Catholic textbook in world history from the dawn of civilization to the 1952 presidential campaign. A successful attempt to provide what is missing in most world history textbooks.

### Western Civilization

By F. J. Aspenleiter. \$2.52. Loyola. A brief world history for grades 9-10 with simple vocabulary.

### Problems and Opportunities in a Democracy

By Rev. John F. Cronin, S.S. Mentzer. A basic textbook for grade 12. Sociology, economics, government, and world affairs. Ready in April, 1954.

### Story of America

By Harlow & Miller. Holt. A 1953 basic textbook. Testing program available.

### The United States

By Muzzy & Kidger. Ginn. Planned to develop an understanding of economic, social, political, cultural, and diplomatic trends. There are also workbook and a teacher's manual.

### Democracy Challenges Totalitarianism

By Hanna & Carr. 72 cents. Rand, McNally. A chapter from a forthcoming textbook, *Facing Life's Problems*.

### Geography and World Affairs

By Jones & Murphy. \$3.72. Rand McNally. A 1953 textbook for junior and senior high school.

### Visualized World History

By Philip Dorf. 75 cents. Oxford. A completely rewritten 1953 edition. Survey with maps, charts, cartoons.

### Republic History Tests

By Wheeler. Republic. *World History*, 65 cents; *American History*, 80 cents; *America and the World*,

\$1. Prices are net. Almost total coverage of recent Regents' examinations. Timely, readable, flexible. Popular.

### Our Own United States

By John Van Duyn Southworth. \$3.60. Iroquois.

A 1953 revision. A book written to make history understandable and interesting. Excels in readability. Treatment by topics with the topics introduced where they belong in a chronological scheme.

### The United States: A Story of a Free People

By Dr. Samuel Steinberg. Allyn & Bacon.

A new history of the U. S. For the senior high school with an eighth-grade vocabulary. Written with human interest to inspire patriotism. A full-page graphic representation for each chapter.

### Living in Our Communities

By Krug & Quillen. Revised in 1954.

## HIGH SCHOOL LIBRARY

### ARTS, CRAFTS, AND SCIENCES

#### Basic Tools for Woodworking

By Lee Frankl. Prentice. A second edition to be published in 1954. Grades 9-12.

#### Elements of Radio

By Marcus & Marcus. Prentice. A third edition to be published in 1954. Grades 10-12.

#### Mechanical Drafting Essentials

By Farnham & McCabe. Prentice. A second edition to be published in 1954. Grades 9-12.

#### Man and the Motor Car

A fifth edition of this book by NYU Center for Safety Education is being published by Prentice.

#### Crop Production

By Delorit & Ahlgren. \$4.50. Prentice. Published in 1953 for grades 10-12.

#### Design Your Home for Living

By Trilling. \$5. Lippincott. A unique guide to the secrets of making any house a beautiful home. Photographic and graph illustrations.

#### Manta

By Hans Hass. \$4.50. Rand McNally. A book about what is found under the sea with underwater photographs.

#### The Pictorial Baseball Instructor

By Lamont Buchanan. \$2.95. Dutton. Shows by action photographs how each position is played.

## BIOGRAPHY

#### A Rich Young Man

By John E. Beahn. \$3.25. Bruce. St. Anthony of Padua romanticized.

#### The Less Traveled Road

By Rev. M. Raymond, O.C.S.O. \$3.50. Bruce. The life of Abbott Dunn, the first Trappist abbot in America.

#### Pius X

By Giordani. Tr. by V. Rev. Thomas J. Tobin. \$3.25. Bruce.

#### Stage of Fools

By Charles A. Brady. \$3.95. Dutton. A life of Sir Thomas More.

#### St. John of God

By Norbert McMahon. \$2.75. McMullen.

A popular life of St. John of God stresses his devotion to the sick and the dying.

### Making the Goods We Need Marketing the Things We Use Our World and How We Use It

These three books for grades 4-8, published by Scott, Foresman, are newly revised.

### News of the Nation

By Hoffman & Grattan. \$2.48. Prentice. A complete American history in newspaper style. Published in 1953. Grades 7-12.

### News of the World

By Hoffman & Grattan. \$3.72. Prentice. The newspaper style for world history. Grades 7-12.

### Our World's History

By Platt & Drummond. Prentice. A new text for grades 11-12 to be published in 1954.

### Matt Talbot

By Eddie Doherty. \$2.75. Bruce. The authentic story of the Irish alcoholic who took the pledge and whose cause for canonization has been initiated.

### St. Philomena, Powerful With God

By Sister Marie Helene Mohr, S.C. \$2.50. Bruce. Knowledge about St. Philomena brought up to date.

### Michael Faraday: From Errand Boy to Master Physicist

By Harry Sootin. Messner. A biography announced for early publication.

### Andrew Carnegie

By Alvin F. Harlow. \$2.75. Messner. A new biography.

### J. Robert Oppenheimer and the Atomic Story

By J. Alvin Kugelmass. \$2.75. Messner. A biography and a description of atomic energy.

### Bernadette of Lourdes

By Frances Parkinson Keyes. \$3.50. Messner. A revised edition of a Christopher Award Book of 1953.

## LITERATURE AND FICTION

### The April Time

By Celine Meller. Bruce. A good story for Catholic high school girls. The heroine learns valuable lessons in her senior year of high school. Copyrighted in 1954.

### Bennett High

By Marguerite Dickson. \$2.75. Longmans. A story of a high school girl who learned that you can't judge people by their names or by their wealth. Ages 12-16.

### Shepherd's Tartan

By Sister M. Jean Dorcy, O.P. \$2.50. Sheed. Human interest descriptions of convent life.

### The Mouse Hunter

By Lucille Hasley. \$2.75. Sheed. A new collection of essays and short stories.

### A Handful of Authors

By G. K. Chesterton. \$3. Sheed. Literary essays previously unpublished. Include Louisa M. Alcott, John Massfield, Mark Twain, Robert Louis Stevenson, Lewis Carroll, Edward Lear, etc.

## School Editions

Among the edited school editions of works of modern and older authors published by Globe Book Co. we note:

*Master Skylark*, Bennett; *The Citadel*, Cronin; *Good-Bye, Mr. Chips*, Hilton; *The Red Badge of Courage*, Crane; *The Prince and the Pauper*, Twain; *Quo Vadis*, Sienkiewicz; *O. Henry Best Stories*; *Captains Courageous*, Kipling; etc.

Scheduled for publication in the spring of 1954 are: *The Students' Macbeth*; *Cimarron*, Ferber; *Mr. Pickwick*, Dickens; *Men of Iron*, Pyle; *The White Company*, Doyle; *Drums Along the Mohawk*, Edmonds; *Penrod*, Tarkington; *Nicholas Nickleby*, Dickens; *The Deerslayer*, Cooper.

## T.A.B. Books

The Teen-Age Book Club, sponsored by *Scholastic Magazines*, has issued the following books in paper covers. They are 25 cents each, except for those marked 35 cents. Orders not accepted for less than 10 books.

*Boy Dates Girl*, by Gay Head; *Hi There, High School*, by Gay Head; *TAB Crossword Puzzles*; *Hi Parade of Short Stories*; *TAB Animal Tales*; *White Fang*, by Jack London (35 cents); *Thunder Road*, by Wm. C. Gault; *A Girl Can Dream*, by Betty Cavanna; *Little Women*, by Alcott (35 cents); *Two Hands and a Knife*, by Warren Miller; *Jim Davis*, by John Masfield; *Bertie Makes a Break*, by Gregor Felsen.

## Student's Pocket Library

The Oxford Book Co. has inaugurated a pocket library series for students. Probable net class price of 50 cents. Titles announced for release in January are: *A Pocket Full of Poems*, *Just For Laughs*, and *Stories of Scientific Imagination*.

## To Have and to Hold

Adapted by Wm. Kottmeyer. Webster. The newest addition to the Everyreader series.

## Captains Courageous

Adapted by L. P. Bunce from Kipling's story. Scott, Foresman.  
A book with grades 4-6 vocabulary and upper grade interest.

## GUIDANCE

## And Nora Said Yes

By Sister M. Vianney, S.S.J. \$2.25. McMullen.

A vocation book. A typical high school girl joins a Sisterhood. Her life in the convent is described. A Catholic Children's Book Club selection.

## This Is the Seminary

By Rev. Rawley Myers. \$2.25. Bruce.  
The author is vocational director of the Diocese of Lincoln. Presents examples of the diversity of vocations, defines a religious vocation, and tells how to determine whether one has a vocation.

## Occupations Today (New Ed.)

By Brewer & Landy. Ginn.  
A 1954 edition. Information about occupations, preparation, and other factors.

## Occupational Guidance

By Paul W. Chapman. \$3.39. Turner E. Smith & Co.

A new textbook or library book for high

school students. Part I: Planning Your Career; Part II: Studying Representative Occupations; Part III: Analyzing and Improving Your Personality; Part IV: Preparing for Your Work; Part V: Finding Your Work.

## RELIGION

## The Grace of Guadalupe

By Frances Parkinson Keyes. \$3.50. Messner.

A revised edition published in November, 1953.

## Stone in the King's Highway

By Bishop Raymond A. Lane, M.M. \$3. McMullen.

Selections from the writings of Bishop Francis Xavier Ford, who was martyred by Chinese Communists with an introductory memoir by the superior general of the Maryknoll Missionaries. A Spiritual Book Associates selection.

## Light on the Mountain

By Rev. John S. Kennedy. \$3. McMullen.

A full-length, adult book on the appearance of our Blessed Lady at LaSalette.

## Cedar of Lebanon

By John Cosgrove. \$3.50. McMullen.  
Our Lord's life on earth as seen by a Roman. Second printing.

## Code of International Ethics

Ed. by John Eppstein. \$4. Newman.  
The enlargement and revision of the famous Malines Code, published after World War I under the guidance of Cardinal Mercier.

## Roads to Rome

By Rev. John A. O'Brien. \$3.50. Macmillan.

Sixteen noted converts describe their search for the truth. To be published in April, 1954.

## Religion Behind the Iron Curtain

By Geo. N. Shuster. \$4. Macmillan.  
The story of the campaign to kill religion in Germany, Czechoslovakia, Yugoslavia, Poland, Hungary, Albania, the Baltics, and the Balkans. To be published in April, 1954.

## All God's Children

By Rev. James Keller, M.M. \$2. Doubleday.

A plan to bring God back into American schools.

## The Greatest Faith Ever Known

By Fulton Oursler & A. Oursler Armstrong. \$3.95. Doubleday.

The story of the men who first spread the Church.

## The Seven Virtues

By Bishop Fulton J. Sheen. \$1. Doubleday.

Based on the Seven Last Words of Christ our Lord.

## Pennies for Pauline

By Mary Fabyan Windeatt. \$3. Grail.  
About Pauline Jaricot, who collected pennies to begin the Society for the Propagation of the Faith.

## Mission for Margaret

By Mary Fabyan Windeatt. \$3. Grail.  
St. Margaret Mary Alacoque and the First Fridays. December, 1953.

## SOCIAL STUDIES

## The Dragon and the Book

By Christine Price. \$2.75. Longmans.  
A story of Alfred the Great and his times, particularly the struggle with Norsemen. Ages 10-14.

## Uncle Sam of America

By Philip D. Jordan. \$2. Webb.  
A new book by a well-known author, a professor of history at the University of

Minnesota. The publishers say: "In this book the legend that has long needed telling is told in the best tradition of the great storytellers. Partaking of fantasy and fable, it is based solidly on the facts as they are known, and set down for the pleasure and instruction of young and old alike by an eminent historian."

## The Land and People of Australia

By Blunden. \$2.75. Lippincott.  
To be published in February, 1954.

## The Land and People of Ireland

By O'Brien. \$2.75. Lippincott.  
An excellent picture of the land and

people of Ireland and summary of its history, for grades 7-12.

## Statehood for Hawaii and Alaska

Compiled by Edward Latham. \$1.75. Wilson.

A late number of the Reference Shelf Series for debaters. Presents the pros and cons with a comprehensive bibliography, and much valuable information about the two territories.

## Fareastern History

By Emelyn Waltz, M.A. \$5. Christopher.  
An up-to-date account of the political and cultural development of China and Japan.

## REFERENCE BOOKS

## Webster's International Dictionary (2nd ed.)

Copyright dates 1934, 1939, 1945, 1950, and 1953. Merriam.

This scholarly volume is accepted as authoritative by educators. 600,000 entries, 12,000 illustrations, many in colors—3350 pp.

## Webster's New Collegiate Dictionary

This largest abridgement of the Merriam Webster is an ideal reference companion for any student or professional person. The main copyright date is 1951 and additions for 1953 are copyrighted.

## Webster's Dictionary of Synonyms

944 pages of synonyms, antonyms, and analogous contrasted words. Merriam.

## Webster's Biographical Dictionary

1700 pages, 40,000 concise biographies with special attention to pronunciation of names. Merriam.

## Webster's Geographical Dictionary

1352 pages, 40,000 geographical names with concise information, historical notes, and pronunciations. Merriam.

## Thorndike-Barnhart Dictionaries

*Beginning Dictionary* (gr. 4-5); *Junior Dictionary* (gr. 5-8); *High School Dictionary*; *Comprehensive Desk Dictionary* (for teachers). Scott, Foresman.

## The World Book Encyclopedia

18 vols. and reading and study guide. 10,200 pages; 18,000 illustrations. Field, 1953.

A standard reference set for schools and libraries. Articles pertaining to Catholic doctrine checked by Msgr. (now Bishop) Sheen.

## Comptons Pictured Encyclopedia

15 vols. 1945 ed. Compton.

A standard reference work for elementary and high school. Vocabulary fits level on which material is most frequently used. Functional pictures, some in color. Comprehensive fact index.

## Encyclopedia Americana

A 30-vol. work, up to date. 18,000 pages revised during the past five years. 24,000 pages; 58,285 articles; 10,000 illustrations; 44,000 cross references. Americana.

## Rand McNally World Guide

A 1953 encyclopedia of world places published by Rand McNally. 704 pp., illus. \$6.95.

## Current Biography

Ed. by Marjorie Dent Candee. \$6. Wilson.

This 14th annual publication of the series contains the life stories of 350 persons prominent in the current news.

## Aid, Trade, and Tariffs

Ed. by Kreps & Kreps. \$1.75. Wilson.  
A new addition to the Reference Shelf

series, it presents, in clear and readable language, background information and various points of view of the major issues in the aid-trade-tariff debates.

## The Guide to Catholic Literature

For 1953. 200 pp. \$3.75. Romig.

An annotated international bibliography of books, principally by Catholic authors, on the constitution, doctrine, discipline, liturgy, history, and literature of the Catholic Church. Books published during the year 1953.

## The American Catholic

## Who's Who

For 1954-1955. 575 pp. \$7.50. Romig.  
The 11th revised and enlarged edition of a bibliographical dictionary of nearly 6000 names.

## Index to Catholic Pamphlets (Vol. 6)

By Eugene Willging. \$1. C. U. of A.

## Catholic Colleges and Schools in the U. S.

The National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C., will issue in April, the 1954 biennial survey of Catholic schools. The new volume for 1951-52 compares statistics with the preceding two years. It presents detailed information on the colleges and universities, teacher's colleges, secondary and elementary boarding schools, seminaries, high schools, Catholic school superintendents, etc.

## Professional Offerings in Catholic Universities and Colleges

Helps to locate Catholic schools offering such specialized or professional subjects as agriculture, dentistry, engineering, law, medicine, pharmacy, and social work—also those having ROTC units. 25 cents. Department of Education, National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

## Guidepost (2nd ed.)

A religious vocations manual for young men published by the clerical students of the C. U. of America. New enlarged edition gives information on 93 religious communities of men in the U. S., plus the secular clergy. Full length picture of each habit.

A copy of *Guidepost* will be sent free on request, but the request should be accompanied by about 7 cents postage necessary for mailing of book. Address: The Clerical Conference, Box 182, Catholic University of America, Washington 17, D. C.

## Practical Parliamentary Procedure

By Rose Marie Cruzan. \$2.50. McKnight.

This second, revised edition is easy to read and understand; it is a complete guide to rules of order; it gives accurate official information.





## BOOKS FOR TEACHERS

### STUDIES IN EDUCATION

#### Child Psychology

By Leigh Peck. \$5.25. Heath.

#### Proceedings and Addresses of the Fiftieth Annual Meeting of the N.C.E.A.

The August, 1953, issue of the NCEA Bulletin, published by the National Catholic Educational Association, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

#### New Challenges to Our Schools

By Cary. \$1.75. Wilson.

Questions raised in the preface are: Who are the critics? What are their complaints? Is there a valid defense? What are the schools actually doing in the controversial areas?

#### Finance Your Athletic Program

By Geo. A. Katchmer. \$1.75. Burgess.

Describes 33 fund-raising promotions for athletics in small high schools. Chapters on the roles of principal and coach. Illustrated.

#### The Mark

By Rev. Wm. L. Doty. \$3. Bruce.

The story of a young priest assigned, against his will, to teach in a large Catholic high school.

#### From the C. U. of A. Press

Among the books published in 1953 by the Catholic University of America Press, the following will be interesting to teachers:

Clemens: *The Cana Movement in the U. S.*, 75 cents.

Deferrari: *Latin and English Syllabi in the Minor Seminary*, \$1.25; *Theology, Philosophy, and History as Integrating Disciplines in the Catholic College of Liberal Arts*, \$3.25.

Jenks: *Special Education of the Exceptional Child*, \$2.

McArdle: *The Catholic Curriculum and Basic Reading Instruction in Elementary Education*, \$2.25.

McFarland: *Religious Vocation—Its Juridic Concept*, \$2.50.

Miller: *Building the Integrated Curriculum*, \$1.75.

Recktenwald: *Guidance and Counseling*, \$2.50.

Wiest: *The Precensorship of Books*, \$3.

The C. U. of A. Press announces the following titles for the spring of 1954:

Deferrari: *Latin and Religion Syllabi in the Minor Seminary* (1953 Workshop); and *Social Sciences in Catholic College Programs* (1953 Workshop).

Jenks: *The Atypical Child*.  
McCarthy: *National Vocational Manual for Men*.

McGreal: *Philosophy of the Curriculum for Catholic Elementary Schools* (1953 Workshop).

Miller: *The Integrated Curriculum at Work*.

Paul: *Music Education* (1953 Workshop).

### TEACHING SPECIFIC SUBJECTS

#### Helps in Religion

Among the many aids for teachers of religion listed in the catalog of Confraternity Publications are: *The Confraternity Religious Vacation School Manual*; grades 1-2, 50 cents; grades 3-5, 75 cents; grades 6-8, 25 cents. *The CCD School of Religion* presents training for elementary teachers, 50 cents. *Our Life and Our Mass* is a 17 by 12 two-color graphic aid in teaching the Missal, 10 cents. *The New Testament*, students' ed., \$1.75. *Objective Tests in Christian Doctrine*, with key 27 cents.

#### Are We Really Teaching Religion?

By F. J. Sheed. Paper, 75 cents. Sheed. An expansion of a lecture on teaching religion.

#### Children Should Be Heard

By John LeRoi Lane. \$3. Drama Guild. A textbook on dramatics, speech, and oral reading for grammar grades and junior high school. Teaches thoroughly the art and science of oral reading and speech and includes 25 poetic readings for children. December, 1953.

#### The Teaching of Foreign Languages in the Elementary School

By Theodore Andersson. Heath. A new book.

#### You Can Teach Music

By Paul W. Mathews. \$3.75. Dutton. A handbook for teachers from grades one to six.

#### A Course of Study in Safety Education for Efficient Living

By Howard R. DeNike. \$3. Burgess. Intended as a textbook for high school and college and a guide for all teachers.

#### English As a Second Language

Educational Services announces the following aids to teaching English to people from foreign countries.

*Reading Selections for Students of English as a Second Language* (simplified and rewritten), \$1.20.

*The Beginner's Book for English as a Second Language*, \$1.25.

*The Instructaphone*. Eight 12-in. 78 r.p.m. records. \$25.

*Commercial Correspondence for Students of English as a Second Language* (in preparation).

*Diagnostic Test for Students of English as a Second Language*, by Dr. A. L. Davis. Set of 10 test booklets, \$3.50. Set of 10 self-scoring answer sheets, \$1. Educational Services.

#### Art Aids

By Irma L. Paine. \$2.25. Burgess.

A book for teachers covering the general field of art. 1953.

#### Beginning Television Production

By Melvin R. White & others. \$2.50. Burgess.

For speech and drama classes and units for television production.

#### Your Child Learns to Read

By Sterl Artley. Scott, Foresman.



To be published in March by Pfaum.

#### Stretching the Family Income

By Robt. & Helen Cissell. \$3. Wagner. This recent outstanding book was written from the educational and family experiences of a couple who are the parents of five children and are professors of family economics at Xavier University, Cincinnati, Ohio. It contains a wealth of much needed information and advice on buying economically what is needed, after determining the need.

#### Accent on Purity

By Joseph Haley, C.S.C. \$1.25. Fides. To help parents and teachers. A thorough guide to sex education with a worthwhile outline course of sex instruction.

#### Christian Design for Sex

By Joseph Buckley, S.M. \$3.50. Fides. Basic attitudes and general principles needed by parents and teachers to help young people solve the moral problems related to sex.

#### Teaching Religion

By Rev. Joseph C. Collins. \$4. Bruce. Written by a professor of catechetics at the Catholic University of America.

#### Teaching the Christian Virtues

By Msgr. Wm. H. Russell. \$2.75. Bruce. Virtues of faith, hope, love, worship, socialness, generosity, compassion and forgiveness, obedience, humility, etc.

#### Teaching Religion for Living

By Sister M. Agnesine, S.S.N.D. \$3. Bruce.

A textbook for teachers' colleges and a handbook for pastors, teachers, supervisors, and principals.

### GUIDANCE

#### The Making of a Moron

By Niall Brennan. \$2.50. Sheed. A study of the effects on a normal person of working at jobs which are suited to morons.

#### Supervision as Human Relations

By Dr. John A. Bartky. Heath. Study of various problems which the supervisor meets. A new book.

#### Selecting an Occupation

By Prosser & Sifferd. \$2.50. McKnight.

#### How to Evaluate Students

By Henrietta Fleck. Paper, \$1. McKnight. Ways of gathering data about individuals and how to use the data.

#### Initiating and Administering Guidance Services

By Dr. Shirley Hamrin. \$3. McKnight. A new handbook for the school administrator.

#### Guidance Talks to Teachers

By S. A. Hamrin. \$3. McKnight.

#### Chats With Teachers About Counseling

By S. A. Hamrin. \$3. McKnight.

### GENERAL READING

#### Our Lady's Litany

By Rev. Aloysius Biskupek, S.V.D. Bruce.

An explanation of all the titles of our Lady listed in the Litany. For adult reading and for sermon material. Copyright in 1954.

#### Saint Elizabeth of Hungary

By Nesta de Robeck. Bruce. An authentic life of a popular saint about whom most people know very little. St. Elizabeth is a favorite of members of the Third Order of St. Francis. Copyright in 1954.

#### Only Son

By Walter Farrell, O.P. \$3.50. Sheed. A life of Christ which was almost completed by the author before his death.

#### Lord, Teach Us How to Pray

By Rev. Richard Graef, C.S.Sp. \$3. Frederick Pustet Co.

#### Trinity Whom I Adore

By Dom Vandeur, O.S.F. Tr. from the French by Dominican Nuns, of Corpus Christi, Menlo Park, Calif. \$2.75. Frederick Pustet Co.

Meditations based upon the Trinitarian prayer of the Carmelite nun, Sister Elizabeth of the Trinity.

#### The Convent Mirror

By V. Rev. Frederick T. Hoeger, C.S.Sp. \$3.50. Frederick Pustet Co.

#### The Two Sovereignities

By Joseph Lecler. \$3.75. Philosophical. The author, a professor at the Paris Institute Catholique and the editor of *Etudes*, discusses the Church's attitude toward the sovereignty of the state.

#### Letters on Art and Literature

By Francois Mauriac. \$3. Philosophical. Noted French Catholic author and Nobel Prize winner discusses various topics in letters to prominent persons.

#### Psychology: The Unity of Human Behavior

By V. Rev. Msgr. Timothy J. Gannon. Ginn.

An introductory text for a full year, nonlaboratory course in Catholic Colleges. Publication date, January, 1954. The author is a professor at Loras College, Dubuque, Iowa.

#### Ontology

By Canon Van Steenberghe. Tr. by Rev. Martin J. Flynn. \$4.50. Wagner.

A new college textbook written in an interesting style. The publishers say that it can be readily understood by anyone with even the most rudimentary knowledge of philosophy.

#### Jean Baptiste Pointe de Sable

By Shirley Graham. \$2.75. Messner. A romantic tale, based on historical research, concerning the son of a Haitian pirate who is regarded as the founder of the city of Chicago. Pointe de Sable was a Catholic Negro, educated in France, who married an Indian woman.

#### Desire for Gold and Conquest

By Jose A. Caparo, Ph.D. \$5. Christopher.

A thorough, detailed description of Pizarro's conquest of the Incas.

#### Leaven for the Frontier

By Florence Bennett Anderson. \$4.75. Christopher.

A detailed study of the life, work, and the educational environment of Alexander Jay Anderson, noted educator and early president of the University of Washington at Seattle.

#### The Gabriel Richard Lectures

These lectures were inaugurated in 1950 by the N.C.E.A. Each year an outstanding college is the cosponsor with the N.C.E.A. The lectures for 1950, '51, and '52 have been published by the Bruce Publishing Co.; they are:

*Cultural Cooperation and Peace* (1952), by George N. Shuster (\$2.75); *Religion and Culture: The Christian Idea of Man in Contemporary Society* (1951) by Thomas P. Neill; and *The Spirit of Politics and the Future of Freedom* (1950) by Ross J. S. Hoffman.

#### Social Theorists

By Clement S. Mihanovich. \$6.50. Bruce.

A supplementary college text in sociology which will be useful as a reference for high school teachers.

#### Mental Health in a Mad World

By Rev. James A. Magner. \$3.75. Bruce. Christian principles applied to everyday life. Teaches that most people can maintain and improve their mental health.

## LIST OF PUBLISHERS

The following publishers have submitted titles which have been included in the foregoing list of books, or they have advertisements in this issue.

The abbreviation used to designate a publisher precedes the publisher's full name. If the publisher has an advertisement in this issue, the abbreviation is set in boldface type; otherwise in *light italics*. See index to advertisers on pages 67A and 68A of this issue.

- Allyn & Bacon, Inc.**, 50 Deacon St., Boston 8, Mass.
- Americana**—Americana Corporation, 2 West 45th St., New York 36, N. Y.
- Ave Maria**—Ave Maria Press, Notre Dame, Ind.
- Bennett**—Chas. A. Bennett Co., Inc., 237 North Monroe St., Peoria 3, Ill.
- Benziger Brothers**, 6-8 Barclay St., New York 12, N. Y.
- Birchard**—C. C. Birchard & Co., 285 Columbus Ave., Boston 16, Mass.
- Bobbs**—Bobbs-Merrill Co., Inc., 730 North Meridian St., Indianapolis 7, Ind.
- Bruce**—Bruce Publishing Co., 400 North Broadway, Milwaukee 1, Wis.
- Burgess**—Burgess Publishing Co., 426 South Sixth St., Minneapolis 15, Minn.
- Catechetical**—Catechetical Guild, 147 East Fifth St., St. Paul 1, Minn.
- Cath. Ed. Press**—Catholic Education Press, The Catholic University of America, Washington 17, D. C.
- Catholic Book Publishing Co.**, 257 West 17th St., New York 3, N. Y.
- Catholic University of America Press**, 620 Michigan Ave., N.E., Washington 17, D. C.
- Christopher**—Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.
- Confraternity**—Confraternity Publications, 508 Marshall St., Paterson 3, N. J.
- Compton**—F. E. Compton Co., 1000 North Dearborn St., Chicago 10, Ill.
- Continental**—Continental Press, 507 College Ave., Elizabethtown, Pa.
- Doubleday**—Doubleday & Co., Inc., Garden City, N. Y.
- Drama Guild**—The Children's Drama Guild, Inc., 1425 Broadway, New York 18, N. Y.
- Dutton**—E. P. Dutton & Co., Inc., 300 Fourth Ave., New York 10, N. Y.
- Educational Services**, 1730 Eye St., N.W., Washington 6, D. C.
- Father Francis**, 1501 South Layton Blvd., Milwaukee 15, Wis.
- Fides**—Fides Publishers Association, 21 West Superior St., Chicago 10, Ill.
- Field**—Field Enterprises, Inc., Merchandise Mart Plaza, Chicago 54, Ill.
- Follett Pub. Co.**—Follett Publishing Co., 1257 South Wabash Ave., Chicago 5, Ill.
- Garrard**—The Garrard Press, Champaign, Ill.
- Ginn**—Ginn & Co., Statler Bldg., Boston 17, Mass.
- Globe**—Globe Book Co., 175 Fifth Ave., New York 10, N. Y.
- Grail**—The Grail, St. Meinrad, Ind.
- Gregg**—Gregg Publishing Division; McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 36, N. Y.
- Harcourt**—Harcourt, Brace & Co., Inc., 383 Madison Ave., New York 17, N. Y.
- Heath**—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.
- Holt**—Henry Holt & Co., Inc., 383 West 42nd St., New York 36, N. Y.
- Iroquois**—Iroquois Publishing Co., Inc., 383-385 West Fayette St., Syracuse 2, N. Y.
- Kenedy**—P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.
- Laidlaw Brothers**, 328 South Jefferson St., Chicago 6, Ill.
- Lippincott**—J. B. Lippincott Co., East Washington Square, Philadelphia 5, Pa.
- Little**—Little, Brown & Co., 34 Beacon St., Boston 6, Mass.
- Lohmann**—E. M. Lohmann Co., 413-17 Sibley St., St. Paul 1, Minn.
- Loyola**—Loyola University Press, 3441 North Ashland Ave., Chicago 13, Ill.
- McKnight**—McKnight & McKnight, Market & Center Sts., Bloomington, Ill.
- McLaughlin**—McLaughlin & Reilly Co., 45 Franklin St., Boston 10, Mass.
- McMullen**—McMullen Books Inc., 22 Park Place, New York 7, N. Y.
- Macmillan**—The Macmillan Co., 60 Fifth Ave., New York 11, N. Y.
- Mentzer**—Mentzer, Bush & Co., 2210 South Parkway, Chicago 16, Ill.
- Merriam**—G. & C. Merriam Co., 47 Federal St., Springfield 5, Mass.
- Merrill**—Chas. E. Merrill Books, 400 South Front St., Columbus 15, Ohio.
- Messner**—Julian Messner, Inc., 8 West 40th St., New York 18, N. Y.
- Morrow**—William Morrow & Co., Inc., 425 Fourth Ave., New York 16, N. Y.
- Newman**—The Newman Press, Westminster, Md.
- Noble & Noble**, Publishers, Inc., 67 Irving Place, New York 3, N. Y.
- Oxford**—Oxford Book Co., 222 Fourth Ave., New York 3, N. Y.
- Pfaum**—Geo. A. Pfaum Publishing Co., 38 West 5th St., Dayton 2, Ohio.
- Philosophical**—Philosophical Library, 15 East 40th St., New York 16, N. Y.
- Pitman Publishing Corporation**, 2 West 45th St., New York 36, N. Y.
- Prentice**—Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y.
- Presser**—Theodore Presser Co., Bryn Mawr, Pa.
- Putnam's**—G. P. Putnam's Sons, 210 Madison Ave., New York 16, N. Y.
- Rand McNally**—Rand McNally & Co., P. O. Box 7600, Chicago 80, Ill.
- Republic**—Republic Book Co., Inc., 115 East 53rd St., New York 22, N. Y.
- Romig**—Walter Romig, Publisher, 979 Lakepointe Road, Grosse Pointe, 30, Mich.
- St. Francis**—St. Francis Book Shop, 1618 Vine St., Cincinnati 10, Ohio.
- Sanborn**—Benj. H. Sanborn & Co., 221 East 20th St., Chicago 16, Ill.
- Schirmer**—G. Schirmer, Inc., 3 East 43rd St., New York 17, N. Y.
- Scott, Foresman**—Scott, Foresman & Co., 433 East Erie St., Chicago 11, Ill.
- Scribners**—Chas. Scribner's Sons, 597-99 Fifth Ave., New York 17, N. Y.
- Sheed**—Sheed & Ward, 840 Broadway, New York 3, N. Y.
- Silver**—Silver Burdett Co., 45 East 17th St., New York 3, N. Y.
- Singer**—The L. W. Singer Co., Inc., 249-59 West Erie Blvd., Syracuse 2, N. Y.
- Turner E. Smith & Co.**, 441 West Peachtree St., N.E., Atlanta 3, Ga.
- South-Western**—South-Western Publishing Co., 634 Broadway, Cincinnati 2, Ohio.
- Teen-Age Book Club**, 33 West 42nd St., New York 36, N. Y.
- Wagner**—Jos. F. Wagner, Inc., 53 Park Place, New York 7, N. Y.
- Warp Publishing Co.**, Minden, Neb.
- Webster**—Webster Publishing Co., 1808 Washington Ave., St. Louis 3, Mo.
- Wilson**—The H. W. Wilson Co., 950-72 University Ave., New York 52, N. Y.
- Winston**—The John C. Winston Co., Philadelphia 7, Pa.
- World**—World Book Co., Yonkers 5, N. Y.

## Hail Mary

WITH FERVOR

S.M.L., O.P.

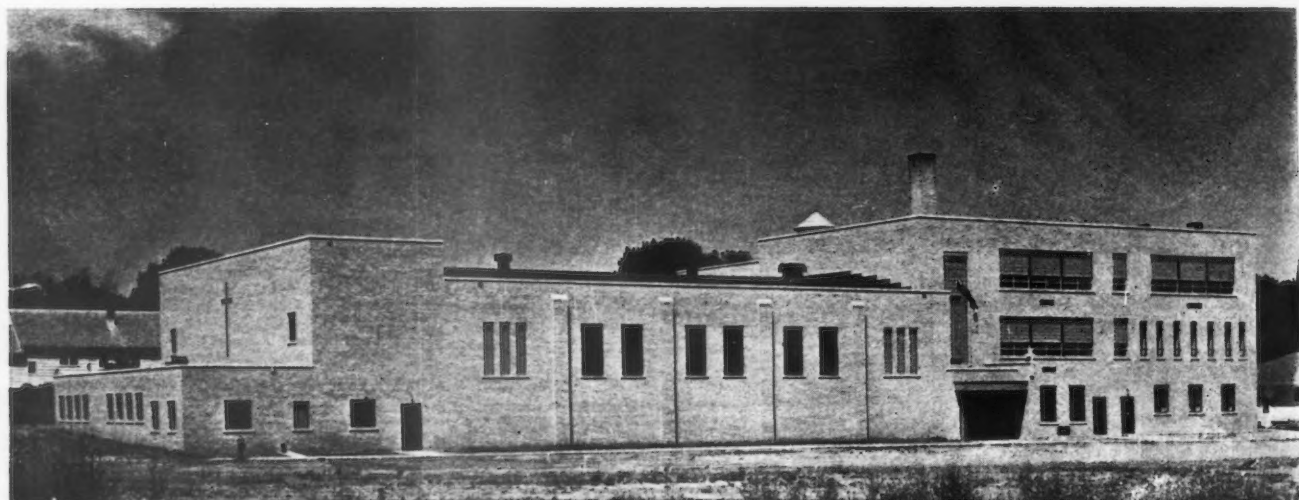
Hail, Ma-ry, full of grace the Lord is with Thee; Bless-ed art thou a-mong wo-men, and

bless-ed is the fruit of Thy womb, Je-sus. Ho-ly Ma-ry, Mo-ther of God, pray for us

sinner-s now and at the hour of our death. A - men.

A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

## *The Fabric of the School*



The New St. Mary's High School at Remsen, Iowa. This is the east side of the building. Entrances are on both the east and the west sides. This fine building was planned by William Beuttler, A.I.A., of Sioux City, Iowa.

## Saint Mary's High School at Remsen, Iowa

### A School Planned for the Needs of the Parish School System



The modern, well equipped home economics department is a feature of St. Mary's High School. All the pictures shown here are from photographs by Gene Kieffer, picture editor of the Des Moines "Register" and "Tribune."



## A MODERN PARISH HIGH SCHOOL

St. Mary's Parish at Remsen, Iowa, is justly proud of its new high school building planned to fit the definite needs of its school system. The high school, formerly housed with the elementary grades in a large building erected in 1909, now has its own plant which compares favorably with any modern parochial or public high school of its size. Incidentally, it may be described as the only high school building in the community, although at least one of its classrooms may be used, if necessary, for the eighth grade. The enrollment in St. Mary's elementary and high school is two or three times that of the public school in the community.

### A COMPLETE BUILDING

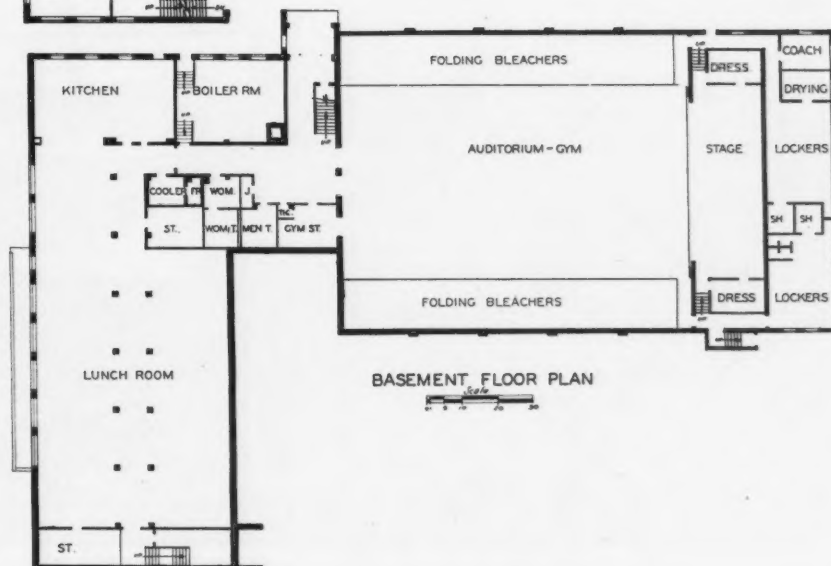
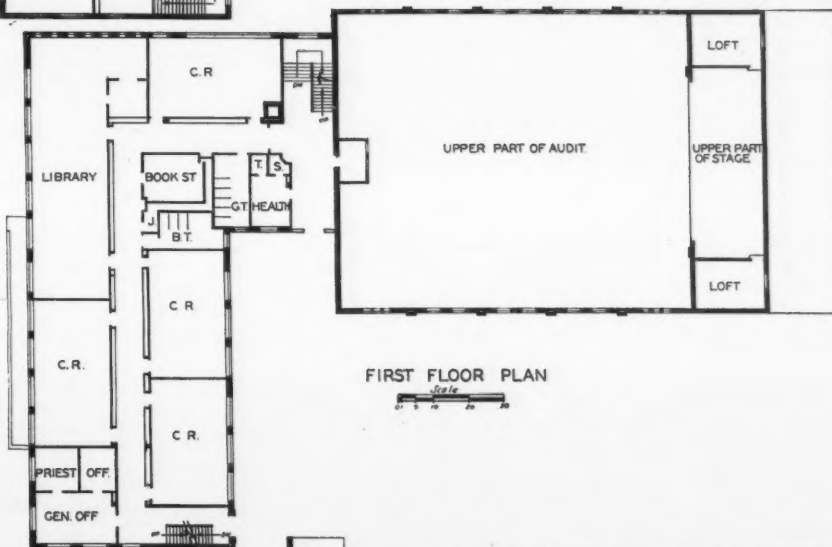
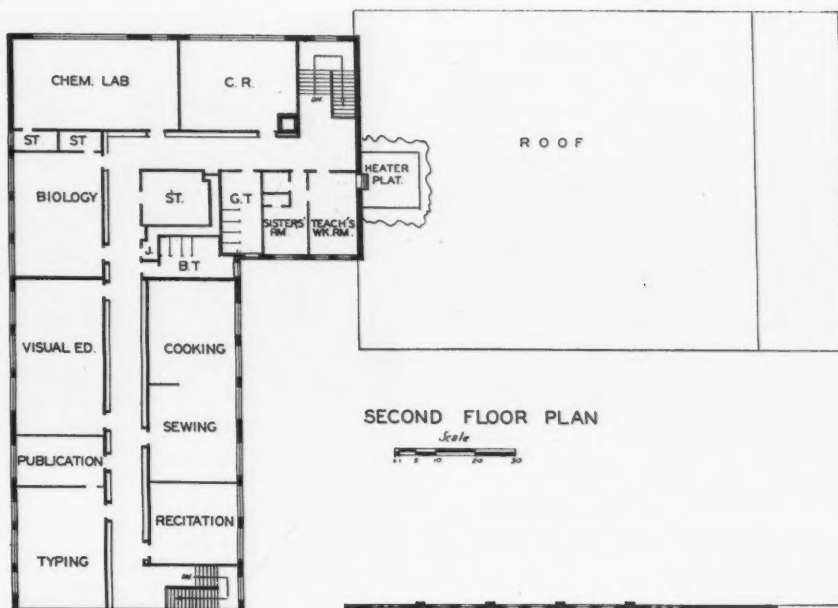
The reinforced concrete building of two stories and basement is finished in face brick trimmed with Bedford stone. It contains five full-size general classrooms; a home-economics department with sewing, cooking, and recitation rooms; a library more than twice the size of a classroom; commercial room with adjoining publications or journalism room; a chemistry and physics laboratory; a biology laboratory; a visual education room; an auditorium-gymnasium with stage, locker and shower rooms, and public rest rooms; and a large dining room and kitchen. In addition there are the heating plant, general and private office, a health or clinic room with toilet and storage facilities, the regular toilet rooms, including a separate one for the Sisters, and a teachers' workroom.

### FINISHING MATERIALS

Acoustic plaster is used on the ceiling of most of the rooms. All schoolrooms have either asphalt tile or linoleum flooring; the auditorium-gymnasium has standard hard maple flooring. Stairways and toilet rooms have terrazzo floors and ceramic tile wainscot.

### EQUIPMENT

The building is heated by a vacuum steam system with unit ventilators and temperature control. Folding bleachers will seat 900 persons in the gymnasium and chairs will seat 1500 when the room is used as an auditorium. A program clock controls the class schedule.



### COST AND CAPACITY

The new St. Mary's High School has a capacity of 400 students. It was erected and equipped at a cost of from \$400,000 to \$450,000 including the site. The building cost was about 62 cents per cubic foot.

Rev. George J. Theobald is pastor of St. Mary's Parish. The school is in charge of the Sisters of St. Francis of the Holy Family.

William Beuttler, A.I.A., of Sioux City, Iowa, planned the building.

## Building News

### IN NEW JERSEY

#### Sacred Heart, Clifton

A new school-auditorium building for Sacred Heart parish, Clifton, was dedicated on December 6, 1953. The one-story structure contains eight classrooms, a kindergarten, nurse's clinic, teacher's room, administration offices, kitchen, soda bar, and an all-purpose auditorium-gymnasium. The exterior is brick with aluminum doors and aluminum-sashed windows.

All classrooms are finished with birchwood panel, acoustical tile, asphalt flooring, and fluorescent lighting. Wood panel has supplanted the traditional plaster on walls throughout the building.

The auditorium seats 950, and has been constructed with Oregon pine trusses. Besides the necessary gymnasium facilities, it also in-



The Library of St. Mary's High School occupies a double corner room of the first floor.

cludes a large balcony choir loft equipped with an organ.

Rev. Felix L. Perlo is pastor of Sacred Heart parish.

### IN NEW YORK

#### St. Anthony, Bronx

St. Anthony's parish, located in the Wakefield section of the Bronx, recently saw the dedication of a new school building and auditorium. The structure is two stories high,

with full basement, and is of fireproof construction throughout. It consists of an auditorium wing and a school wing. The exterior is of contemporary design, faced with light colored brick and rock face stone ashlar, trimmed with cut stone. The trim around the main entrance is of polished granite.

The school wing comprises eight classrooms and a kindergarten with utilities, and an administration suite. The classrooms are 22 feet wide and 30 feet long, with asphalt tile floors, acoustical tile ceilings, and walls of colored plaster. Each room is equipped with disappearing door wardrobe, teacher's closet, book and supply closet, storage compartments under the windows and chalkboards and corkboards on two walls. A work alcove with sink and toilets is provided adjacent to the kindergarten.

The auditorium is located on the main floor with the entrance opening onto a large paved terrace. The stage is provided with a cyclorama and is equipped to provide for celebration of the Mass. There are chair storage compartments under the stage and a choir loft in the rear of the auditorium. The flooring is of a special resilient type hard maple with game markings for athletics, and basketball stops which swing up to the ceiling when not in use. A team room is provided in the basement of the school wing; it is equipped with showers and lockers.

A modern, fully equipped kitchen occupies the basement space below the auditorium. It can also be converted into a large play area in case of inclement weather.

The school is staffed by the Dominican Sisters of Sparkill.

#### St. Gregory the Great, Harrison

A new school building for St. Gregory the Great parish was dedicated on November 22,

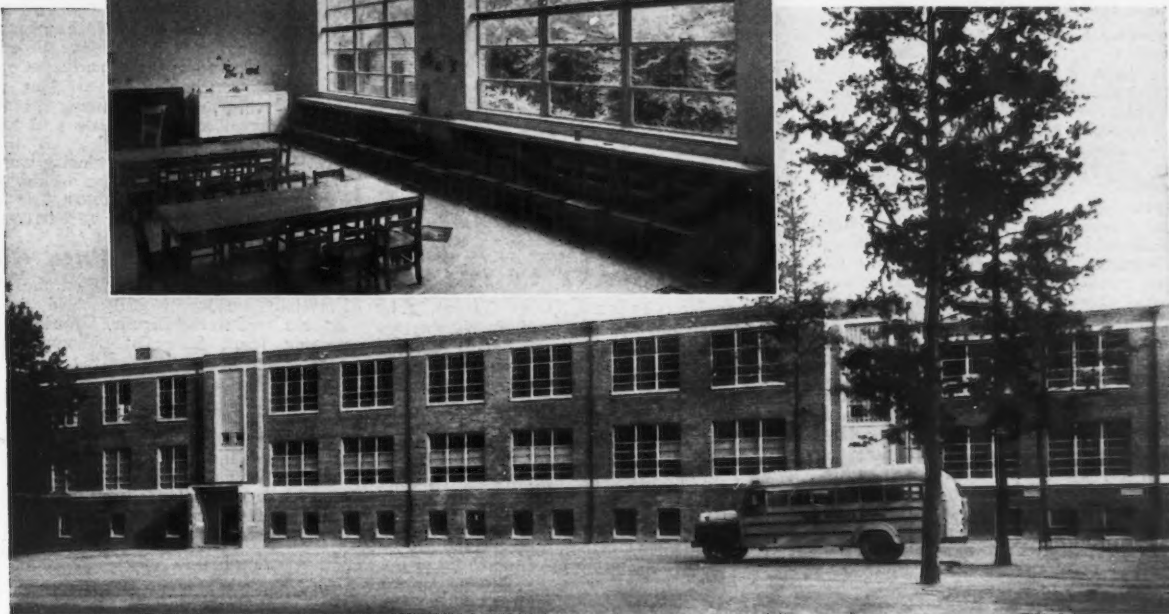
(Continued on page 36A)



The chemistry laboratory of St. Mary's High School.



St. Bridget's School, Richmond, Va.  
Architects: Gleeson & Mulrooney, Philadelphia, Pa. Contractors: Doyle & Russell, Richmond, Va. Windows: Lupton Architectural Projected (Steel)



## ...another "Lupton" school

It's new now. It should stay new, thanks to the careful selection of lasting materials . . . the windows for instance. They are Lupton Steel Architectural Projected — all 197 of them. They are designed, manufactured and finished for lasting, efficient service.

Architects and builders know the quality of Lupton Metal Windows — they've been specifying them for over 40 years with complete assurance of owner satisfaction. And, here are some of the reasons why:

members and frames are deep for the rugged strength needed in today's larger size windows

they are Bonderized at the factory for lasting paint adhesion

the easy-acting hardware makes a

"breeze" of window operation

there are two ventilators in each window — one opens out, shields the opening from the weather — the other opens in, provides draft-free ventilation at all times

close contact on all sides of the ventilators assures minimum air infiltration

narrow metal frames and members provide maximum daylight per window opening.

When you're ready for a new building, or an addition, talk to your architect about Lupton Metal Windows. They are available from coast to coast in steel or aluminum in a wide variety of sizes and types. For more information now, write direct for the Lupton School Bulletin.

MICHAEL FLYNN MANUFACTURING COMPANY  
700 East Godfrey Avenue, Philadelphia 24, Penna.

*Member of the Steel Window Institute and Aluminum Window Manufacturers Association*

# LUPTON

## METAL WINDOWS



# Catholic Education News

## CATHOLIC SCHOOL FACILITIES OVERTAXED IN SUBURBAN NEW YORK

The educational page of the New York Times for December 28, edited by Benjamin Fine, featured a report of a survey of Catholic education in the suburban communities of New York City. In these communities, as in the United States in general, the present problem of the Catholic schools is to find both teachers and classrooms for the elementary and secondary school population which has doubled during the past ten years.

Mr. Fine reports that two of every three high school applicants are turned away for lack of space. Communities near the city are harder hit than those farther away. There is a serious shortage of teachers, both religious and lay. While enrollment has increased 100 per cent in ten years, teaching personnel has increased only 50 per cent. And the building shortage is as great or greater than the teacher shortage.

Notwithstanding the overcrowding, Mr. Fine reports that the teaching in both the elementary and secondary Catholic schools is good schooling and the youngsters are co-operative. He mentions especially that religious and moral principles are being taught effectively not only in the daily class in religion but in the general work of the school, particularly in student activities and discussions both those conducted by the high school students themselves and in regular classes in which the teachers encourage student contribution.

## AD MULTOS ANNOS

★ BROTHER MARTIN O. O'HEHIR, F.S.C.H., celebrated his golden jubilee of entrance into the Irish Christian Brothers on December 13, 1953, at Power Memorial Academy in New York City. Born in Ireland, Brother Martin served for many years as principal of St. Patrick's School in St. John's, Newfoundland, where he established Boy Scout units and developed a pioneer adult education program. He holds degrees from several colleges and universities in the U. S. and Canada.

★ REV. MATTHEW SCHUMACHER, C.S.C., celebrated his golden jubilee of ordination on December 19, 1953. Father Schumacher is a former dean of studies at the University of Notre Dame (1907-19 and again 1926-27), and a former president of St. Edward's University in Austin, Tex., (1919-25), and of the College of St. Thomas in St. Paul, Minn. (1928-33). Since 1934, he has been chaplain and professor of philosophy and religion at St. Mary's College, Notre Dame, Ind.

## HONORS AND APPOINTMENTS

### Named President-Elect

BROTHER H. CHARLES, F.S.C., professor of biology at Saint Mary's College, Winona, Minn., was named president-elect of the National Association of Biology Teachers at the recent annual meeting of the Association in Boston.

Brother Charles is a charter member of the N.A.B.T., and he was the founder of the Chicago Science Teachers Association. He says that, if colleges are to train a sufficient number of scientists, more high school students must be inspired to choose a career in science.

### Editor Honored

DR. EDWARD A. FITZPATRICK, editor-in-chief of the CATHOLIC SCHOOL JOURNAL and president of Mount Mary College, Milwaukee, was recently affiliated to the family of the Brothers of the Christian Schools, in ceremonies held at LaSalle College, Philadelphia. The honorary admission to membership is given to outstanding contributors to Catholic education.

## Serra Award

DR. CLARENCE HENRY HARING of Harvard University became the third non-Catholic to receive the Serra Award of the Americas of the Academy of American Franciscan History. Presented in the name of the Academy by Bishop Bryan T. McEntegart, the award is given annually for notable contributions to relations and good will among the Americas. Presentation of the award, December 13, 1953, coincided with the Academy's annual convocation.

Dr. Haring, former Robert Woods Bliss professor of Latin-American history and economics at Harvard, is a recognized expert on Latin American affairs.

## REQUIESCANT IN PACE

● VERY REV. FRANCIS XAVIER TALBOT, S.J., educator and author, died recently in Washington, D. C. A former president of Loyola College, Baltimore, from 1947 to 1950, he was 64 years of age. Father Talbot edited the Jesuit magazine *America* from 1936 to 1944, and organized the Catholic Book of the Month Club and the Catholic Poetry Society of America. His best known books are: *Jesuit Education in Philadelphia*, *Shining in Darkness*, and *Saint Among Savages*.

● MOTHER MARY ALOYSIA, founder and first president of the College of Our Lady of Good Counsel, died December 29, 1953, at the age of 84. One of the first members of the Order of the Sisters of the Divine Compassion, Mother Aloysia was elected superior general in 1910. Under her guidance, the educational work of the order was expanded and in 1923 she became founder of the college, serving as its president until 1948.

## COLLEGES & UNIVERSITIES

### St. John's U. Report

In his annual report to the trustees Very Rev. John A. Flynn, C.M., president of St. John's University, Brooklyn, N. Y., stated the financial problems of the institution in a hopeful and constructive manner. "The basic and prosaic truth," said Father Flynn, "is that colleges of themselves with tuition and fees, endowments and investments, are not able to supply all that is necessary and desirable for the complete and adequate scholastic development of those who matriculate for degrees in liberal arts and the professions."

As an example of indirect help to colleges Father Flynn mentioned recent legislation in New York to increase state scholarships which can be

used in any accredited college. He added: "If banking, business, industry, labor unions, and private individuals established a sufficient number of scholarships in colleges and universities which contributed to their personnel, the picture would be much brighter." Because the Federal Government is anxious that money be spent for educational, charitable, and religious purposes, it allows corporations an income tax deduction of 5 per cent and individuals a deduction of 20 per cent for such gifts.

St. John's University is beginning work on its new campus with the erection of the first college building to cost \$2,500,000. The complete program will cost eventually \$25,000,000.

## New Buildings Blessed

Two new buildings erected on the St. Louis University campus were dedicated and opened for use recently. Bellarmine House, the prize-winning Jesuit House of philosophical studies was blessed on January 7, 1954, by Archbishop Joseph E. Ritter of St. Louis. The House received a gold medal award in a design competition sponsored by the Chamber of Commerce and the American Institute of Architects as the best educational building to be erected in St. Louis since 1941. Bellarmine House will provide living facilities for 180 Jesuit faculty members and scholastics training for future duties after ordination to the priesthood. A chapel, classrooms, a library, and recreational facilities are also housed in the building.

The Edward J. Walsh Jr. Memorial dormitory for men was blessed on January 8, 1954 in ceremonies following a Mass for students in the dormitory's Sacred Heart Chapel. The building contains living quarters for 216 students and four faculty resident proctors. Built on a 90- by 213-foot site, it has four stories and a main floor which provides recreation space and visiting rooms for parents. The dormitory was named for Edward J. Walsh, Jr., a 1902 graduate of the University.

## SCHOOL NEWS

### An Active Science Club

The Christian Brothers High School in St. Louis, Mo., has a science club that not only fosters an intense interest in science but also sponsors activities such as motion pictures and visits to manufacturing plants that provide excellent vocational guidance.

### Novena for Vocations

The Blessed Benildus Vocation Club at Christian Brothers High School in St. Louis conducts a monthly novena in honor of the Divine Child. The special intention of the December novena was vocations to the priesthood and religious life.

## PUBLIC SCHOOL RELATIONS

### Teachers Promise Co-operation

Representatives of 53,000 members of the New York State Teachers Association resolved, in recent meeting at Syracuse, N. Y., "to co-operate fully in preventing any infiltration of Communist party members into the ranks of the teaching profession."

The resolution caused considerable debate. Many of the delegates wanted to word it more strongly, asserting "co-operate fully" did not adequately express their feelings on the matter.

A question from the floor brought an emphatic "yes" as to whether the resolution means teachers should testify fully and frankly before investigating bodies.



Brother H. Charles, F.S.C.

(Continued on page 32A)



*Clarin*

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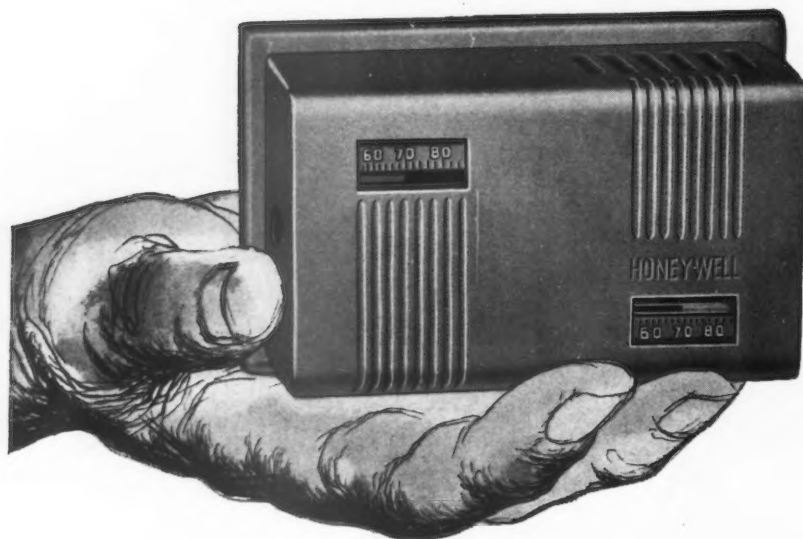
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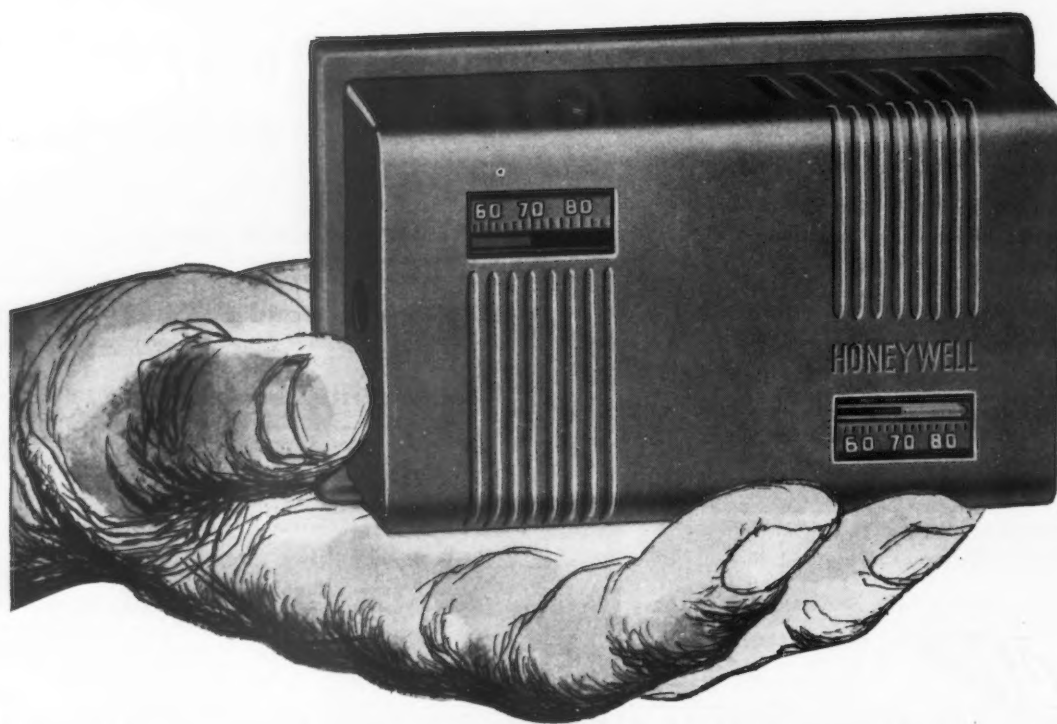
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*Good temperature control encourages better learning . . .*

**Stimulate brighter reactions**





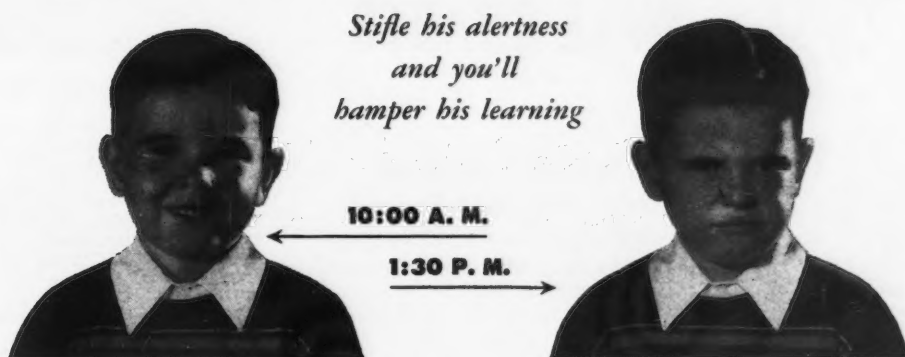
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## Catholic Education News

(Continued from page 28A)

### CONTESTS

#### Contest for Teachers

"Why I Teach," a contest for teachers to encourage good teachers to remain in the teaching profession, and eligible young people to enter it, is again being sponsored by the American Legion Auxiliary. The contest opened November 1, 1953 and closes at midnight May 1, 1954.

The subject of this year's contest is, "The purposes and goals of a teacher in a free America." The form of the essay must be an open letter to a high school graduate, and the entry may not be more than 300 words, nor less than 100.

Awards will be in the form of U. S. Savings Bonds, awarded in both divisional and national competitions. For further details write: American Legion Auxiliary, 49 West 44th St., New York 36, N. Y.

### SIGNIFICANT BITS OF NEWS

#### Gabriel Richard Lecture

The fourth annual Gabriel Richard lecture was given, December 6, 1953, by Dr. James Craig LaDriere, professor at the Catholic University of America. His topic was "Directions in Contemporary Criticism and Literary Scholarship."

The lecture series honors the memory of Rev. Gabriel Richard, pioneer Detroit pastor, missionary, educator, and printer, who was a co-founder and the first vice-president of the University of Michigan, and the only priest ever to serve in Congress.

This year's lecture was sponsored jointly by Marquette University, Milwaukee, and the N.C.E.A.

#### New Officers Elected

The Catholic Economic Association announced its officers for 1954, recently, in the publication *Newsletter*. They are: Walter Froehlich, Marquette University, Milwaukee, president; Rev. Emile Bouvier, S.J., Industrial Relations, Montreal, Can., first vice-president; Francis J. Brown, De Paul University, Chicago, second vice-president; executive council members as follows: Franz H. Mueller, College of St. Thomas, Charles J. Walsh, Fordham University, and Rev. Brian Kirm, O.F.M., Quincy College.

### RELIGIOUS ORDERS

#### Divine Child Nuns

The Congregation of Missionary Sisters of the Divine Child took up residence in a newly established community in the Erie Diocese, in mid-October. Three nuns accepted their assignment to St. Francis' Parish, upon the invitation from the pastor. The nuns will provide religious instruction classes for all children of the parish attending public grade and high schools, maintain a complete parish census and make charitable, apostolic, and informative visitations to homes. The community is the eighteenth to be introduced into the Erie Diocese.

#### New Novitiate

Plans for a new novitiate for the Sisters of the Presentation, marking the 100th anniversary of their establishment in California, were disclosed in September by Rev. Mother Mary Olivia, superior-general of the order.

Centennial celebrations are scheduled for November this year, and it is hoped that construction of the novitiate will be completed by that time. A building fund is now under way.

### COMING CONVENTIONS

Feb. 3-6. American Camping Association, Statler Hotel, New York City. Executive Secretary: Hugh W. Ransom, 343 S. Dearborn St., Chicago 4, Ill. Exhibits: James W. Moore, Room 811, 342 Madison Ave., New York 17.

Feb. 11-13. American Association of Colleges for Teacher Education (NEA), Hotel Congress, Chicago. Secretary: Dr. Edward C. Pomeroy, AACTE, 11 Elm St., Oneonta, N. Y. No exhibits.

Feb. 11-13. United Business Education Association, Hilton Hotel, Chicago. Secretary: Hollis Guy, 1201 16th St., N.W., Washington 6, D. C. No exhibits.

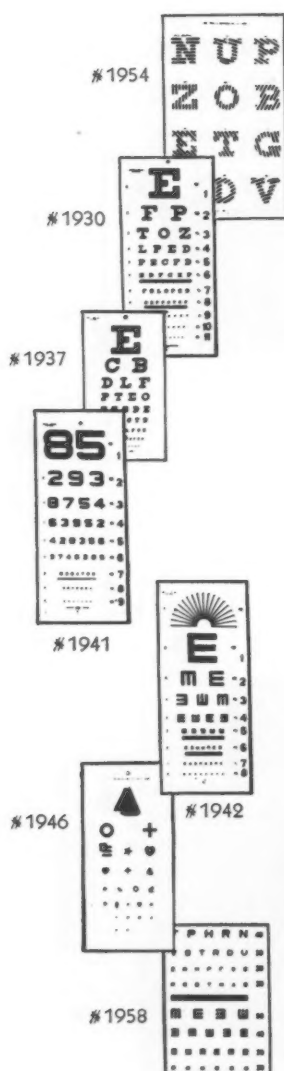
Feb. 13-18. National Society for the Study of Education, Atlantic City. Secretary: Nelson B. Henry, 5835 Kimbark Ave., Chicago 37. No exhibits.

Feb. 27. Catholic Library Association—Philadelphia Unit, Bellevue Stratford Hotel, Philadelphia. Secretary: Jane Hindman, Lincoln Jr. H. S., Philadelphia 36. Exhibits: Bro. Edmund Joseph, F.S.C., LaSalle College Library, Philadelphia 41.

Mar. 4-6. Association for Higher Education (NEA), Congress Hotel, Chicago. Secretary: Dr. G. Kerry Smith, 1201 16th St., N.W., Washington 6, D. C.

Mar. 17-19. Mississippi Education Association, Heidelberg Hotel, Jackson, Miss. Secretary: Floyd C. Barnes, P.O. Box 826, Jackson. Exhibits: Mr. Barnes.

(Concluded on page 34A)



A few of the many American Optical Charts

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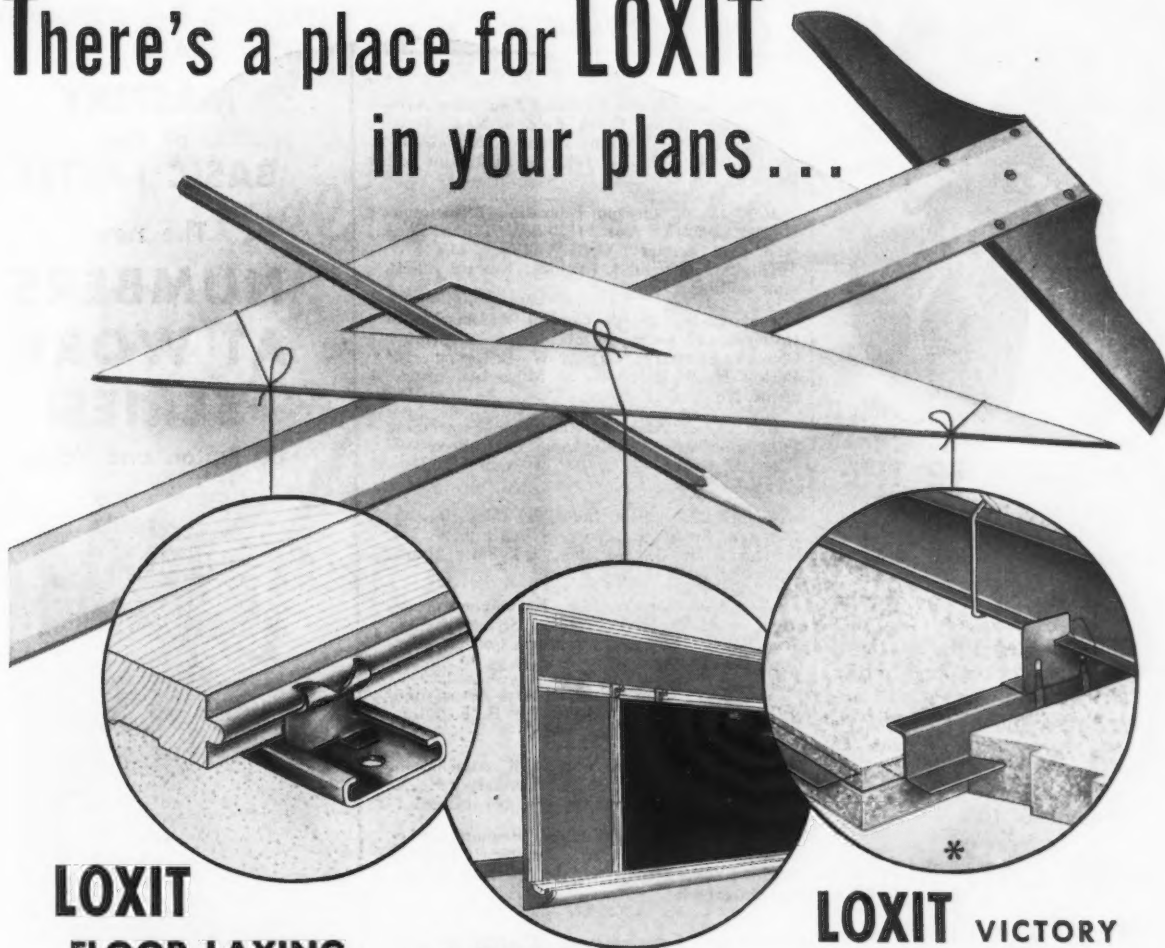
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## ANIMALS UNDER THE RAINBOW

by Msgr. Aloysius Roche

Stories of saints who loved animals and animals who loved saints: St. Jerome's lion, St. Cuthbert's otters, St. Norbert's wolf, St. Philip Neri's cat and many more. The 20 illustrations are wood engravings by Agnes Miller Parker: the much reduced reproduction of one of these above gives a faint idea of their charm. Ages 8-12. **\$2.75**

Ready Feb. 10th

## THE FIRST CATHOLICS

The Acts of the Apostles  
for Children

by Marigold Hunt

Acts retold as the wonderful adventure story it really is. Illustrations by Antonio Antonucci. Ages 8-12. **\$2.75**

## THE SHEPHERDS OF FATIMA

by Father John de Marchi

Retold for Children by Elisabeth Cobb

This is the very best account for children of our Lady's appearances at Fatima and of the children to whom she appeared — surely a book no school library should be without in the Marian year? Illustrated by Jeanee Wong.

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Order from any book store

The last issue of Sheed & Ward's OWN TRUMPET contained a Children's Trumpet, made up of extracts from all our children's books. We have spare copies of this, if you would like one. To get this, or the grownup Trumpet, free and postpaid, write to John MacGill,

**SHEED & WARD** New York 3

## Catholic Education News

(Concluded from page 32A)

Mar. 18-20. North Carolina Education Association, Sir Walter Hotel, Raleigh, N. C. Secretary: Mrs. Ethel Perkins Edwards, NCEA, Box 350, Raleigh. Exhibits: John G. Bikle, Box 350, Raleigh.

Mar. 18-20. Oregon Education Association, Oregon Education Assn., 1530 S.W. Taylor, Portland, Ore. Secretary: Cecil W. Posey, 1530 S.W. Taylor St., Portland 5. Exhibits: Edward Elliott, same address.

Mar. 22-26. North Central Association of Colleges and Secondary Schools, Palmer House, Chicago. Secretary: Charles W. Boardman, 106 Burton Hotel, University of Minnesota, Minneapolis. No exhibits.

Mar. 25-26. Alabama Education Association, Tutwilt Hotel, Birmingham, Ala. Secretary: Frank L. Grove, 422 Dexter Ave., Montgomery. Exhibits: Vincent Raines, same address.

Mar. 25-27. Indiana Industrial Education Association, French Lick Hotel, French Lick, Ind. Secretary: H. G. McComb, 215 State House, Indianapolis.

Mar. 25-27. Kansas Home Economics Association, Hotel Jayhawk, Topeka. Secretary: Miss Alice Beezley, Fort Hays Teachers College, Hays, Kans. No exhibits.

Mar. 25-27. Ohio Industrial Arts Association, Neil House, Columbus. Secretary: H. F. Edgar, 239 Clinton St., Wauseon, Ohio.

Mar. 26. Alabama Vocational Association, Phillips H. S., Birmingham. Secretary: H. R. Culver, Thach Hall, Auburn, Ala. No exhibits.

Mar. 26-27. Missouri Home Economics Association, Columbia, Mo. Secretary: Mildred Wright, Kansas City Junior College, Kansas City, Mo. No exhibits.

## Foreign Language Conference

The Seventh University of Kentucky Foreign Language Conference will be held April 22-24, 1954. Professor Jonah W. D. Skiles (Ancient Languages) is the director, and Professors Hobart Ryland (Romance Languages) and Paul K. Whitaker (Germanic Languages) are associate directors.

In addition to the general sessions there will be sections for Classical Languages, French, German, Hebrew, Italian, Spanish, Latin American Literature, Slavonic Languages, Biblical and Patristic Languages, Comparative Literature, Linguistics, High School Teaching of Classical Languages, High School Teaching of Modern Languages, Teaching of Languages in the Elementary School, Folklore, and International Relations.

For program or information address: Professor Jonah W. D. Skiles, Director Foreign Language Conference, University of Kentucky, Lexington, Ky.

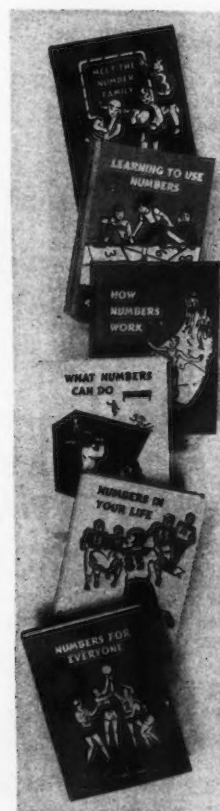


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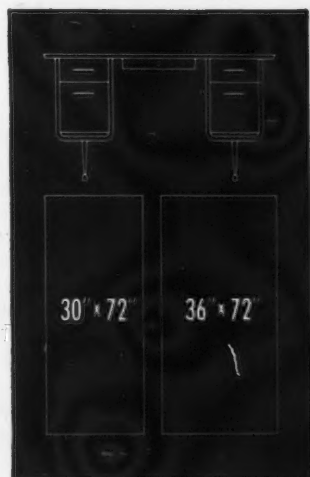
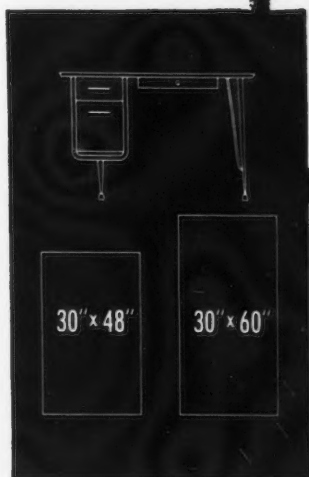
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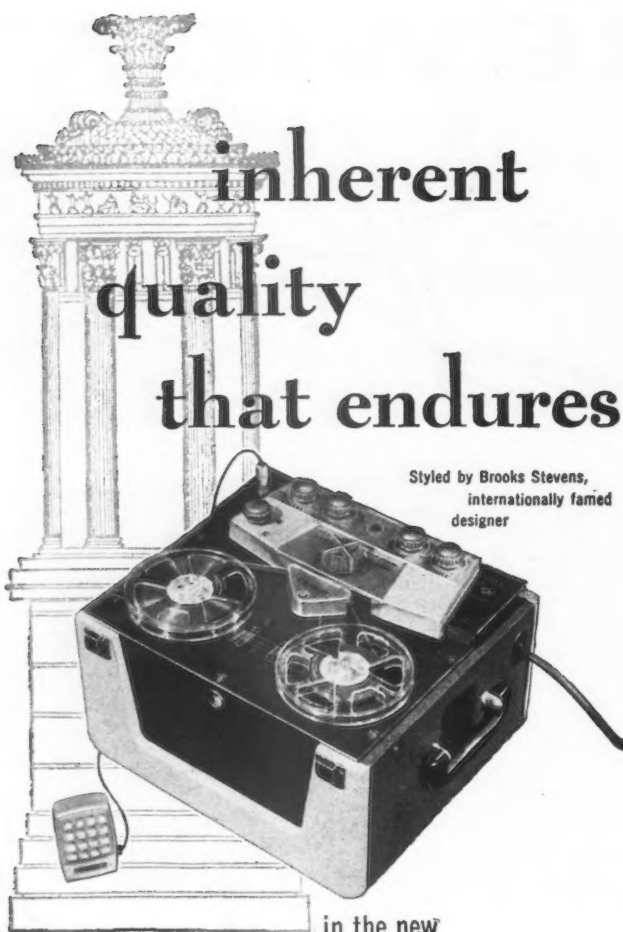
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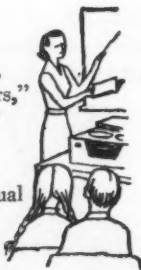


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professional-type performance from the new  
Ekotape recorder-reproducer because extra quality  
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Ekotape was created especially for those who recognize  
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## Building News

(Continued from page 72)

1953, in Harrison. Containing an auditorium and a classroom wing, the structure is built of red brick with rock-faced granite with large window walls for natural lighting.

The auditorium, seating 700, is birch-paneled with bowstring trusses. A kitchen is located to one side of the auditorium. The corridors have a dado of beige cement enamel topped with walls of pale green and terrazzo flooring. All ceilings are of acoustical tile.

The classrooms have linoleum tile floors in beige and terra cotta to reflect light. Other features are blond furniture, air-conditioned coat closets with sliding panel doors, built-in shelves at proper heights for hats, etc., and pastel colored walls for further light reflection. The kindergarten has its own entrance and play yard, and a flower garden.

The school is staffed by the Sisters of Charity of Mount St. Vincent; Most Rev. Edward P. Dargin is pastor.

### St. Mary, Waterford

Early in November a new school building for St. Mary's parish, Waterford, was dedicated. The exterior of the school is New Hampshire granite, which matches the church structure.

Presenting a striking contrast are the porcelain steel panels which cover the spandrel beams under the classroom and corridor windows. These panels are of lightweight material which afford a hollow space to allow air intake for the ventilating system in the classrooms. The building also shows an obvious plan for bilateral lighting.

To conform with the site, the school was planned on three levels. The ground level accommodates the kindergarten, a complete clinic, and two future classrooms. The kindergarten has entrances from its own play yard and from the street. There are four classrooms on each of the two upper levels. All classrooms have porcelain steel chalkboards, aluminum frame windows, and are furnished with the most modern facilities.

The Sisters of Mercy are in charge of the school; Rev. Francis Diehl, O.S.A., is pastor.

### IN NORTH CAROLINA

#### Our Lady of Grace, Greensboro

A new \$175,000 school building was dedicated on November 15, 1953 for Our Lady of Grace parish. Like the church building, the two-story school is built of Salisbury granite with Indiana limestone trim. Further harmony between church and school is achieved by use of arches which match the Gothic style of the church.

The interior of the building is finished with concrete blocks painted in various light colors. The floors are of concrete covered with asphalt tile. Stairways are of terrazzo. The first floor

(Concluded on page 40A)



Every School Executive and School Board Member Should Read These  
straightforward answers to some vital  
questions on safer school bus transportation!

**Q** WHAT SINGLE FEATURE IS MOST IMPORTANT TO SAFE SCHOOL BUS OPERATION?

**A** Obviously, with school buses as with any motor vehicle, good brakes are the greatest single safety feature.

**Q** WHEN A NEW SCHOOL BUS IS DELIVERED, WHAT TYPE OF BRAKES WILL IT HAVE?

**A** In many cases, unless otherwise specified, your new bus will be delivered with factory-equipped brakes of the same type as you probably have on your own car.

**Q** IS THERE ANYTHING WRONG WITH THIS?

**A** Most commercial bus operators in the United States think so. In fact, Air Brakes are specified on virtually all of the buses operated by transit lines.

**Q** WHY DO THE NATION'S COMMERCIAL BUS OPERATORS SPECIFY AIR BRAKES ON VIRTUALLY ALL OF THEIR BUSES?

**A** Because over the years Air Brakes have proved to be the safest, most dependable brakes under every operating condition. Commercial bus operators can't take chances on passenger safety, therefore they almost always specify Air Brakes.

**Q** DO AIR BRAKES COST MORE?

**A** There is a slightly higher initial cost, but leading truck as well as bus operators have proved that the added safety of Air Brakes plus their lower maintenance costs makes them actually less expensive in the long run.

**Q** GRANTED THAT AIR BRAKES ARE BEST, IS THERE A DIFFERENCE AMONG MAKES OF AIR BRAKES?

**A** Definitely yes. Bendix-Westinghouse Air Brakes are recognized as the best in the field—being preferred by more safety and cost-conscious commercial operators than any other make.

**Q** HOW DO I MAKE SURE THAT OUR STUDENTS HAVE THE ADDED PROTECTION OF BENDIX-WESTINGHOUSE AIR BRAKES?

**A** By insisting that all bids submitted on new school buses include Bendix-Westinghouse Air Brakes.

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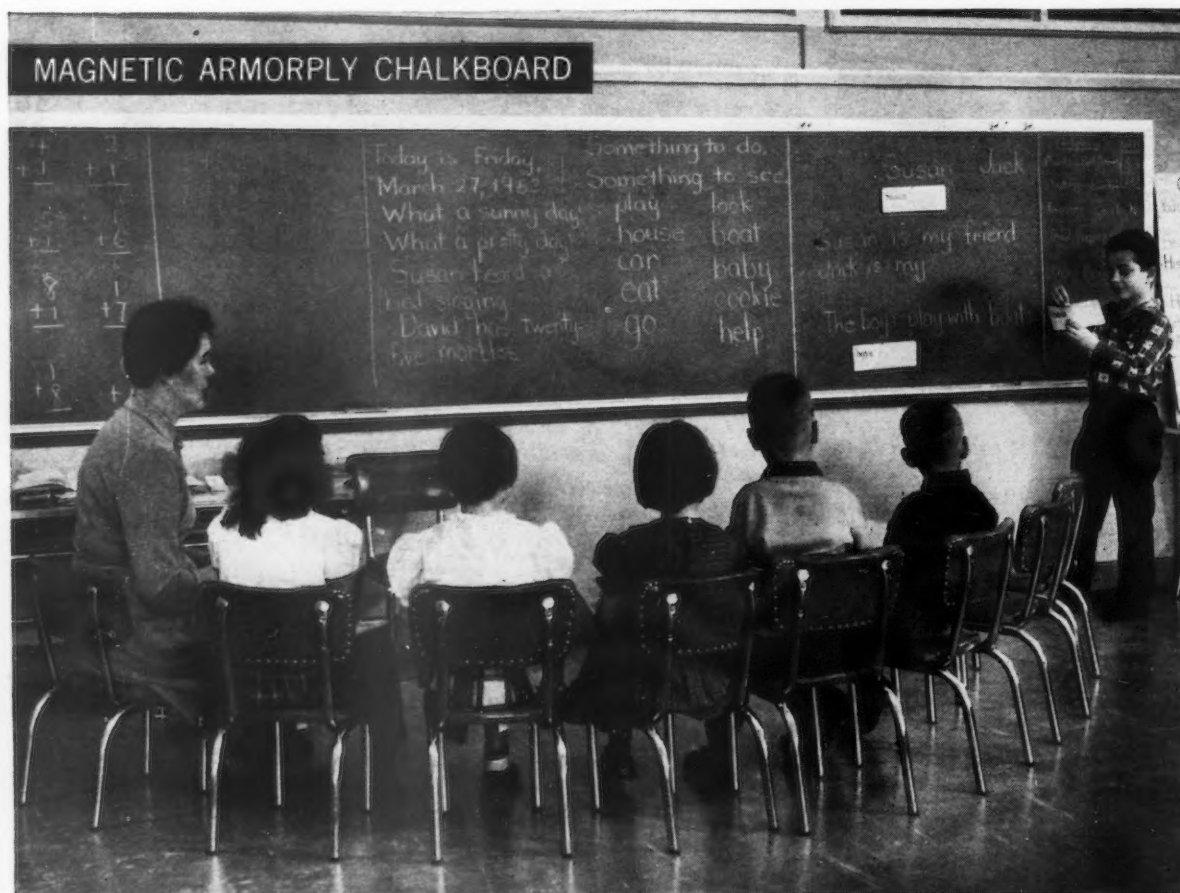


Functional beauty of Weldwood products is the keynote here. Birch Weldwood built-ins are backed by fir Weldwood. Egg crate ceiling is also of fir Weldwood. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



This rich-looking auditorium in the South School features white oak Weldwood on the walls. For new schools or modernizing old ones Weldwood hardwoods are a low-cost way to add beauty and protect your investment.

## Five practical ideas for

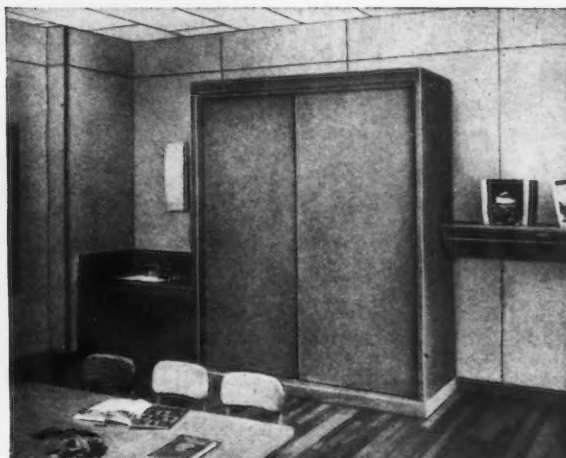


Look what's happened to the old "blackboard." It's transformed to an eye-easy, chlorophyll green. Special porcelain-surfaced steel attracts magnets! Won't scratch,

chip, crack or dent. Never needs refinishing. Guaranteed for life of building! Louisa Alcott School. Architects: Somes, Griswald, Boyden, Wyld & Ames.



This Weldwood Fire Door in the Union Theological Seminary has faces of genuine oak veneer. Yet because of its unique mineral core, it carries the Underwriters' class B and C label. Architects: Collins, Willis and Beckonert.



At the Unqua School in Massapequa, L. I., new Novoply has been used extensively. Walls and sliding doors are all of this amazing product which stays flat and is free of defects on both sides. Architect: George A. Dippell.

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## Building News

(Concluded from page 36A)

contains four classrooms and the principal's office; the second contains four classrooms, a health clinic, and a library.

A large assembly room in the basement has been so constructed as to eliminate any obstructing pillars. A large stage occupies one end of the assembly room, with ample offstage space provided. The assembly room also boasts a modern kitchen, with serving window.

Classrooms are equipped with modern desks, slate blackboards, and cloakrooms at the rear with cross ventilation.

### IN PENNSYLVANIA

#### Archdiocese of Philadelphia

A multimillion-dollar building program to provide six new diocesan high schools for the Philadelphia archdiocese has been projected by Archbishop John F. O'Hara. The program will cost an estimated \$12,000,000 to \$18,000,000. The archdiocese has been called upon to raise at least \$3,000,000 within a year to pay for initial costs of construction.

The program will provide new classroom facilities for 25,000 pupils and relieve serious overcrowding in the existing nine diocesan high schools of the city. Five of the schools are to be situated in Philadelphia and the sixth in Pottstown, Pa.

#### Our Lady of Fatima, Secane

A school building and church-auditorium for the new parish of Our Lady of Fatima, Secane, was dedicated on December 6, 1953. A long, one-story structure, the 10-room school extends from the church-auditorium wing. Because of the need for speed in construction, the structural framing system selected for the building was glued laminated wood construction with heavy wood plank roof.

The classroom wing is 65 feet by 270 feet, and contains ten large classrooms and one small classroom, together with offices for the principal and a health clinic. Among the unusual features in the classrooms are: skylights along the interior wall of the rooms of corrugated yellow glass, throwing a soft light blending with the bright classroom color schemes; green steel chalkboards which line two walls; cloakrooms which are separated from the classroom by low storage walls containing bookcases and storage shelves behind sliding doors. Each classroom has a door onto the outdoor play areas.

All rooms are individually thermostatically controlled. All lighting fixtures are fluorescent units. A two-way intercom system is connected from the principal's office to all classrooms, through which AM and FM radio, phonograph, and direct microphone contact is possible with any one room or combination of rooms.

Sisters, Servants of the Immaculate Heart of Mary staff the school.

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## New Books

(Continued from page 8A)

### A New Way of the Cross

Father Raymond, O.C.S.O. Cloth, 18 pp., \$3.75. The Bruce Publishing Company, Milwaukee 1, Wis.

The new way of the Cross as contemplated by Father Raymond, O.C.S.O., is the path of complete identification of self with the Victim through meditation upon the meaning of the Mystical Body and upon the resultant integral role which the Christian plays in the Passion of our Lord and in its continuous re-enactment in the Mass. This is a series of passionate

meditations, following the 14 stations, upon that first Mass and the Christian's relationship to its Victim, both on Mount Golgotha as His persecutor through sin, and on the altar as sharers in His suffering through love, the lifeblood of the Mystical Body.

As thought provoking as the small meditations upon each station are the eloquent "scraped ink" sketches of the hands and feet of our Lord, drawn with exquisite detail by Omaha artist, John Andrews. The entire Passion is vividly presented through the drawing of only the hands and feet of our Lord as He fell the first time, as He met Veronica, as He consoled the women of Jerusalem. Each of the stations is beautifully depicted in this manner, refreshingly different from the traditional religious art, and yet thought provoking

and rich in drama. The meditations of Father Raymond integrate themselves with these dramatic sketches, the resulting union giving *A New Way of the Cross* a real beauty and eloquence.

### The Classics of Italian Calligraphy

Introduction by Oscar Ogg. Cloth, 272 pp., \$3.95. Dover Publications, New York 19, N. Y.

This book reproduces in the full size of the original blocks the complete writing books of the famous sixteenth-century scribes—Arrighi, Tagliente, and Palatino. These men brought to perfection the Chancery Cursive style of writing which had been adopted by the papal scribes in the fifteenth century and was widely used by official scribes in preparing public documents and formal communications. Arrighi was a Venetian and spent his later life as a member of the college of writers of the Roman Curia. Tagliente was also a Roman writer but his work was influenced by north Italian work. Palatino was chiefly concerned with the beauty of lettering and his book includes alphabets and lettering samples from various nations. The present book is useful not only for modern letterers, but provides a cross section of a minor art, which the Church supported quite as much as it helped painting, sculpture, and architecture.

### Current Trends in British Psychology

Edited by C. A. Mace and P. E. Vernon. Cloth, 270 pp., \$3.25. British Book Centre, New York 22, N. Y., 1953.

This collection of 20 interesting papers on British psychology is another in the series of Methuen's (English publishing house) manuals of modern psychology. It is a fairly complete survey of principal concepts, and methods of psychologists in England and detailed discussions of how psychology is used in a wide variety of fields. The presentations are nontechnical (relatively speaking) and stress the British contribution to the field.

The ten chapters, making up Part One, discuss fields of applied psychology. Chapter titles are: Field Research in Industrial Psychology, Vocational Guidance in Britain, Applications of Psychology in the Defence, Applications of Psychology in the Civil Departments, Educational Selection and Allocation, The Psychology of Basic Educational Techniques, Current Trends in Clinical Psychology, Objective Psychological Studies in Psychiatry, Social Change in Structured Groups, and Social Psychology of Everyday Life.

Part Two, dealing with concepts and methodology in ten papers, includes these chapter headings: Contemporary Studies of Motivation, The Place of Experiment in Psychology, Statistical Analysis in Educational Psychology, Studies of Animal Learning, The Use of Intelligence Tests in Social Surveys, Personality Tests as Research Tools, Social Attitude Research, Scientific Tasks for the Psychological Clinic, Psychological Research in the Field of Neurology, and The Teaching of Psychology.

*Current Trends in British Psychology* furnishes the teacher with much good material showing the similarities and differences between the American and British approaches to the use of psychology in education.—Richard S. Fitzpatrick

### Social Psychology: An Interdisciplinary Approach

By Hubert Bonner. Cloth, 439 pp., \$4.25. American Book Co., New York, N. Y., 1953.

This is another in a growing number of texts that take the tri-science approach to social psychology. This views social psychology as a field that integrates sociology, psychology, and cultural anthropology.

The author, on the faculty at Ohio Wesleyan University, was influenced primarily by Kurt Lewin's field theory, Charles H. Cooley's human

(Continued on page 44A)

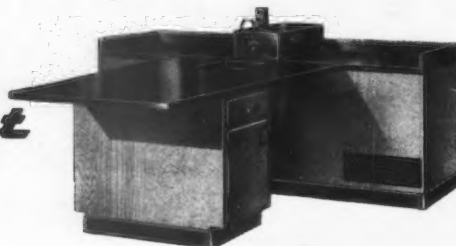
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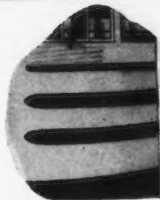
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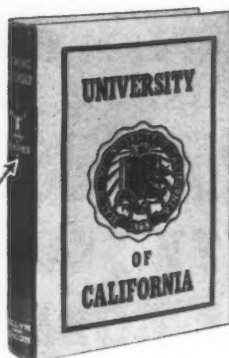
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## New Books

Continued from page 42A)

nature, George H. Mead's self, the principles of Gestalt psychology and the cultural anthropologist's studies of the process of socialization, such as Margaret Mead's. Thus the book brings together a very interesting collection of research data on "the behavior of the individual in the group."

Organized in five parts, the 15 chapters deal with the scope and development of social psychology; the method and framework of social psychology; language and behavior; group life and socialization; the self and its involvements; the motivation of behavior; attitudes and behavior; integrative systems and human adjustment; cultural norms and behavior; Ethos and basic personality; class states, occupation, and behavior; the role of secondary institutions; group tensions and conflicts; mass behavior; and the individual in an unstable world.

The book is well indexed. It does not have a separate bibliography either at the end of chapters or the book. This is left to the rather extensive footnotes which appear on each page. For a text to have the note or citation on the page is a real help because many users of books just will not turn to the back of the book to see the reference.

Bonner's *Social Psychology* is a good way to increase one's knowledge of this important field, particularly so for teachers, and to have presented one of the leading scientific points of view.—*Richard S. Fitzpatrick*

## Professional Problems in Psychology

By Robert S. Daniel and C. M. Louttit. Cloth, 431 pp., \$5.50. Prentice-Hall, Inc., New York, N. Y., 1953.

This is the first book available in this area which promises to get increasing attention as times pass. Dr. Daniel, associate professor of psychology at Missouri, and Dr. Louttit of the psychology department at Illinois and editor of *Psychological Abstracts* had realized for some time that graduate students in psychology were not always equipped in literature, research, scientific reports, and professionalization. "To be sure, the typical graduate student learns some of these things incidentally in carrying on his academic and research programs, but such incidental learning frequently results in some inefficient habits at best; seldom are the skills learned when first needed."

In *Professional Problems of Psychology*, the authors have successfully supplied some material needed to meet this deficiency. The introductory part contains chapters on an orientation in the profession of psychology and the development of the modern profession of psychology. Chapters on a survey of psychological literature, bibliography problems in psychology, and library problems and classification make up the part on psychological literature.

Part Three tells how to report psychological research with chapters on written communication, manuscript preparation, problems of publication, and minor forms of scientific reporting.

Problems of the professional psychologist are briefly discussed in a fourth and final part of the book. Chapters are titled fields of psychology, psychological organizations, professional problems and responsibilities, and the psychologist in the academic scene.

This information is vital for the psychologist in training. Some of the material would be worth-while reference for the practicing and teaching psychologist.

As with many books, the appendixes alone are worth the price of the book. The 71 pages making the four appendixes of *Professional Problems in*

(Continued on page 45A)

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## New Books

(Continued from page 44A)

*Psychology* are invaluable to the neophytes and the distinguished alike.

The first is a 31-page annotated list of 306 reference books arranged by major fields of psychology. The next is a 331-item bibliography of psychological journals. The third appendix, of 11 pages, lists sources for books, tests, apparatus, equipment, and supplies. A 12-page glossary of abbreviations useful to the psychologist is the fourth appendix.

Daniel and Louttit's *Professional Problems in Psychology* is highly recommended for every school's library of professional books for teachers. It is a must for everyone who calls himself a psychologist and vital to graduate students in psychology. It is simply written and makes a good selection of the available material. It is not flawless but it is the pioneer book for which the authors deserve congratulations. It has special value because of Dr. Louttit's 25 years pre-occupied with psychological bibliography.—*Richard S. Fitzpatrick*

### The Springs of Silence

By Madeline deFrees, Sister Mary Gilbert, S.N.J.M. Cloth, 174 pp., \$2.95. Prentice-Hall, Inc., New York 11, N. Y.

Another in an "endless variety" of nun-autobiographies. The past few years have seen quite a number of these books, which, curiously enough, are all written with touching candor, high humor, and depth of thought, and are interesting and refreshing, one and all. The reason for this continual refreshment may well be paralleled with Sister Gilbert's own discovery as she "began to see the endless variety that could exist even in types of spirituality. Personality became what Leon Bloy saw in it: the unique vision that each soul has of God." *The Springs of Silence* is well written and absorbing.

### Norms for the Novel

By Harold C. Gardiner, S.J. Cloth, 180 pp., \$2. The America Press, New York, N. Y.

For the reviewer, critic, writer, and reader of the novel, here is an objective view of contemporary literature of the Western Hemisphere—as it is and as it ought to be. These critical first principles for criticism of the novel have grown "... gradually as a result of controversy and discussion caused by various reviews of mine [the author] of novels in the columns of *America*..."

But because the bulk of Father Gardiner's discussion is directed to the critic and reviewer, it is not without value for anyone else. Parts on "Realism" and Moral Evaluation, and Principles on the Function of Literature, will be of special interest to Catholic writers of fiction and poetry.

### Motion Pictures

By Samuel Beckoff. Paper, 114 pp., 40 cents. Oxford Book Co., New York 3, N. Y.

This booklet in the Communication-Arts series presents a constructive, colorful discussion aimed at making the student a more discriminating movie-goer. The fifteen units in this booklet provide a critical appraisal of motion pictures as a medium of entertainment first, a medium of communication and learning second, and an industry last. The problems are approached on the level of the student and are discussed from the standpoint of his own psychological and social environment. Through a simple but authentic presentation of the chief factors in film making, and through related questions, projects, and exercises, it is hoped that the reader will be brought to the threshold of understanding, and then over into the broader area of appreciation and discrimination. There is no reason why he

(Continued on page 46A)

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## New Books

(Continued from page 46A)

shouldn't come out of this type of instruction a better and more intelligent movie-goer.

For the importance of movie-evaluation courses in the high school, see "The Movies—A Problem for the Schools?" by Rt. Rev. Msgr. Carl J. Ryan, in the May, 1953, issue of *Catholic School Journal*.

### Rue Notre Dame

By Daniel Pezeril. Cloth, 148 pp., \$2.50. Sheed & Ward, New York 3, N. Y.

Here is one of the best Catholic novels of the year. Brief and originally written in French, it is an attractive story of a French parish priest's declining years. The diary-form novel begins after Abbé Serrurier's retirement from an almost assembly-line succession of parochial duties. (Financial difficulties and false philosophies have greatly affected France's churches.) When a young priest worker chooses him for confessor strange mental conflicts arise; the old priest finds he has nothing to offer in way of advice, and he feels it surely is a shame that one who has been a parish priest for so long cannot think of any practical advice. The young priest stirs his soul with sometimes just a casual observation, sometimes a pleading confidence, until it is hard to tell the counselor from the counseled. Always the author manages to keep in the foreground the feeling of age and illness, and the book's people are well described. The death of the Abbé's friend, Delmas, is rare beauty, told sparsely enough. The novel is a spiritual adventure, unpretentiously written, reflecting the true humility in which the Abbé spends his last days.

### Getting the Most Out of High School

By Lester D. Swanson and Francis Gregory. Paper, 74 pp., 30 cents.

Here is a timely and readable booklet of friendly, constructive advice for the student entering the new, sometimes confusing world of high school life. The authors, both experienced counselors, discuss typical problems of orientation, study, personal improvement, leisure, and school activities. They point out that high school offers not only opportunities but also new responsibilities and offer practical, down-to-earth advice on how to meet these challenges successfully. The text is enlivened with many amusing cartoons and instructive illustrations.

### Outlines of Moral Theology

By Very Rev. Francis J. Connell, C.Ss.R. Cloth, 248 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis.

For the layman, this is a popular summary of the fundamentals of Catholic ethical doctrine, with its teachings defined, evaluated, and applied to situations arising every day. Part I contains the principles of moral theology on such topics as human acts, conscience, sin, law, etc. Part II treats of the Catholic moral doctrine centered about the theological and moral virtues. Part III is concerned with the Church's moral teaching on the Sacraments. Concrete cases in modern living are utilized to illustrate the pertinent principles.

Lay persons who wish a convenient, factual reference to solve their problems in morals will discover this book a handy guide.

### How to Plan and Conduct the Parish CCD High School of Religion

Heavy paper, 60 pp., 50 cents. Confraternity Publications, 508 Marshall St., Paterson 3, N. J.

Practical and tested suggestions for urban and rural parishes.

### On the Better Care and Promotion of Catechetical Instruction

Decree of the Sacred Congregation of the Council, January 12, 1935. From the *Acta Apostolicae Sedis*, XXVII (1935), 145-154. Paper, 10 cents. Confraternity of Christian Doctrine, 508 Marshall St., Paterson 3, N. J.

### The New Testament, Part II

For discussion clubs. Revised and expanded, with New Testament readings, 1953. Heavy paper, 130 pp., 50 cents. Confraternity Publications, 508 Marshall St., Paterson 3, N. J.

This part of the New Testament covers text from the feast of Tabernacles in the last year of our Lord's life to Ascension Thursday.

### The New Testament, III

For discussion clubs. Revised and expanded, with New Testament readings, 1953. Heavy paper, 122 pp., 50 cents. Confraternity Publications, 508 Marshall St., Paterson 3, N. J.

Part III covers the Acts of the Apostles.

### Signs and Wonders

By Leo Brady. Boards, 253 pp., \$3. E. P. Dutton Co., New York, N. Y.

This is a searching story built around present-day religious attitudes and practices of American Catholic lay folk who so often are more concerned about the letter of the law and the proud satisfactions which come from being prominent in Catholic action so called, than they are in the humble practice of their faith and genuine charity toward the members of their own families. In its allusions and character pictures, the story is strongly of the year 1952 or 1953, and distinctly not flattering to many of our cherished customs and attitudes.

(Continued on page 48A)

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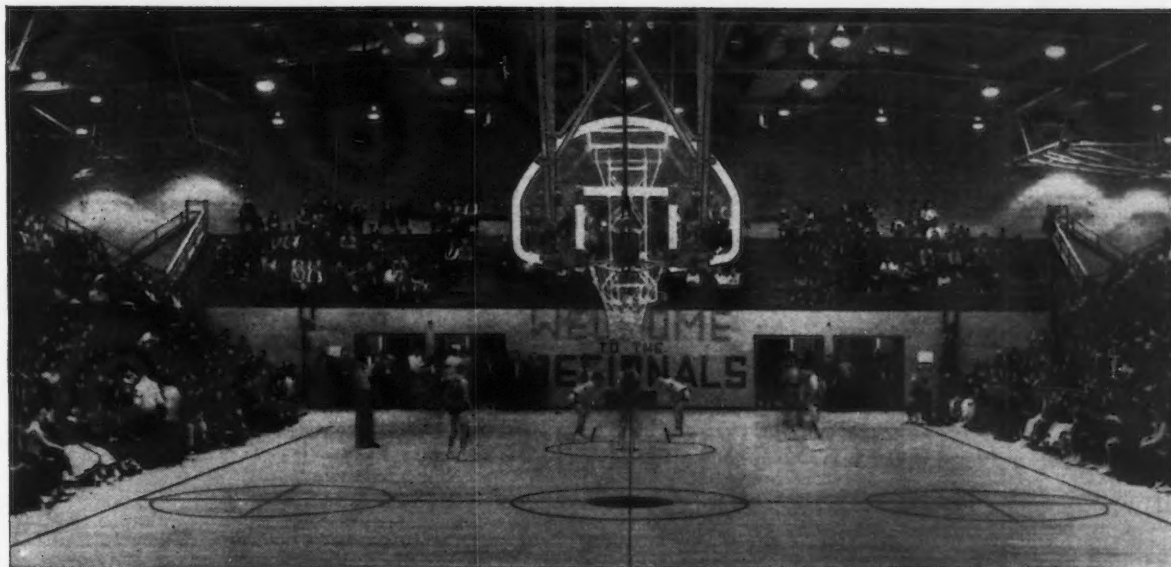
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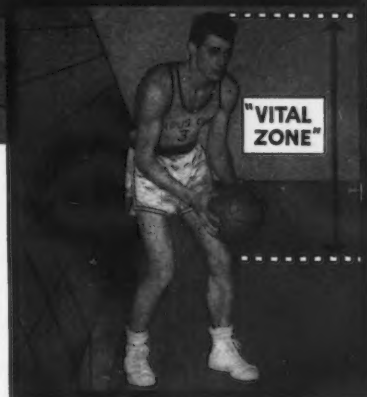
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## New Books

(Continued from page 46A)

### Our Child — God's Child

By Mary Lewis Coakley. Cloth, 234 pp., \$3.25. The Bruce Publishing Co., Milwaukee 1, Wis.

Subtitled "How and Why Parents Should Make Saints of Their Children," this book is most practical and thorough in approach. She says, "We don't need many rules—there are three indispensable . . . teach children godly principles; love them so that they possess an analogue of the Father's love; concretize teaching by example."

Mrs. Coakley goes far beyond the usual works on child-rearing by giving a coverage of the problems from the cradle to the coming of age, and then on still further to touch individual problems of those of handicapped, invalided, and subnormal children; of war marriages, subsidized marriages, and the like; of the young men entering military service; of inlaw, stepparent-stepchildren relationships; and of religious vocations.

### Rome and the Study of Scripture

Edited by Conrad Louis, O.S.B. Paper, 165 pp., \$1. The Grail, St. Meinrad, Ind.

This fifth edition of Papal pronouncements on the study of Scripture, includes the latest decisions of the Papal Biblical Commission, the Encyclical, *Divino Afflante Spiritu*, and the most recent letters and references of Pope Pius XII to Scripture.

### Nothing But Christ

By Killian McDonnell, O.S.B. Cloth, 185 pp., \$2. The Grail, St. Meinrad, Ind.

This series of 42 meditations is addressed to Benedictine Oblates and to laymen who wish to "prefer nothing but Christ." The book embraces the principal points in the Rule of St. Benedict as the means of achieving the perfection possible to men and women who live in the modern world but who are not part of it.

### Be You Perfect

By Robert B. Eiten, S.J. Paper, 49 pp., 15 cents. The Grail, St. Meinrad, Ind.

"A way of perfection for the laity." Suggests practical attainable means.

### George Rogers Clark: Soldier of the West

By Walter Havighurst. Cloth, 215 pp., \$2.40. McGraw-Hill Book Co., New York, N. Y.

This is the story of the gaining of the Northwest Territory for the United States. It is the story, too, of a brave soldier, George Rogers Clark, and of the little armies that won Ohio, Indiana, lower Michigan, and the country bordering the Upper Mississippi. The story is told with fine historic accuracy, and with full appreciation of the romance, the adventure, and the rude hardships of the life which Clark led as a soldier and heroic fighter for his country. Young people will find the story as entrancing as any tale of jet planes, submarines, or space ships.

### Saint Paul, Apostle of Nations

By Daniel Rops. Translated by Jex Martin. Cloth, 163 pp., \$2.75. Fides Publishers Association, Chicago 10, Ill.

The layman who wishes to read a brief but moving biography of St. Paul, to travel with the Apostle to the Gentiles through his adventurous journeys, and to understand the deeper meaning in his teachings of the doctrine of Jesus, will find this book eminently satisfying. There is in the book just enough of French emotionalism and religious zeal to give the narrative a zest and charm rarely found in religious writings. The translation is quite adequate.

### A Year Book of Railroad Information (1953)

Class 1 railroads in the Eastern District of the U. S. earned a return on net investment of 3.79 per cent in 1952, according to this 1953 yearbook. This rate was below the average of 4.1 per cent for all Class 1 roads in the U. S. The yearbook is packed full of analyzed statistics with comparisons with past years. It may be obtained free of charge from the Eastern Railroad Presidents Conference, 143 Liberty St., New York 6, N. Y.

### Homespun Crafts

By E. Kenneth Baillie. Cloth, 159 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis.

Any teacher or Scout director or handy parent or creatively inclined boy or girl will cherish this book. All the simple, useful, or decorative articles described are made of scraps or discarded materials. There are a leather purse, Rosary case, bookmark, baby shoes, etc.; wooden carving board, book ends, birdhouse, etc.; metal Christmas tree ornaments, candlesticks, etc.; felt handbag, ear muffs, slippers, toys, etc.; glass mirrors, lantern, etc.; and Christmas cards.

### Representative American Speeches: 1952-53

Edited by Dr. A. Craig Baird. The latest of the Reference Shelf Series. Cloth, 199 pp., \$1.75. H. W. Wilson Co., New York 52, N. Y.

The editor analyzes the speeches and presents the background for each. The appendix presents biographical notes of the speakers. There is a cumulative author index of all the 16 editions of the series from 1937-38 to 1952-53.

### Marriage and the Family

By Mihanovich, Schnepf, and Thomas. Cloth, 512 pp., \$4.25. The Bruce Publishing Co., Milwaukee 1, Wis., 1952.

The authors are professors of sociology at St. Louis University. They are respectively a layman, a Brother of the Society of Mary, and a Jesuit Father. All have the Ph.D. degree.

The volume is intended as a textbook for courses on marriage and the family in Catholic colleges and universities.

### Man and the Motor Car

By Accident Prevention Dept. of the Association of Casualty and Surety Companies. Cloth, 318 pp., \$1.60. Prentice-Hall, Inc., New York 11, N. Y.

A text for developing driver education in the high school that will produce not merely manual skill, but correct social attitudes and judgments.

### The Life and Writings of Saint Clare of Assisi

Cloth, 177 pp. The Franciscan Institute, St. Bonaventure, N. Y.

This compilation brings together the best available source material on the life and legends of St. Clare and on her writings, particularly her Rule and her Testament.

### The Fork in the Trail

By Val Gendron. Cloth, 208 pp., \$2.75. Longmans, Green & Co., Inc., New York, N. Y.

Young Venn Hanner, in 1849, joined a wagon train bound for the California gold fields, but when the wagon broke down near the Platte River crossing, he took a side trail into a hidden valley where he fattened his few head of cattle. These he traded advantageously with later California bound pioneers, until he built up quite a herd.

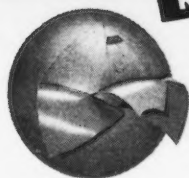
(Continued on page 50A)



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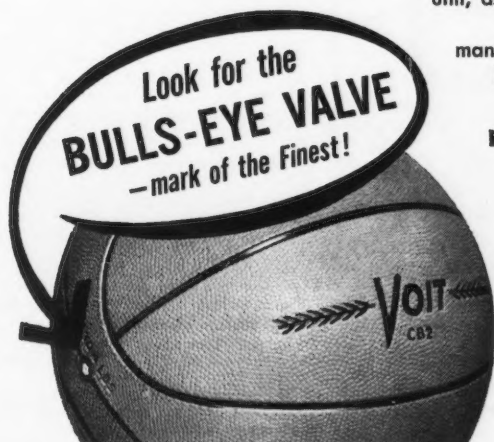
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## New Books

(Continued from page 48A)

### The Childhood of Jesus

By Magdalen Eldon and Frances Phipps. Cloth, 96 pp., \$2. David McKay Company, Inc., New York 17, N. Y.

The childhood of Jesus is charmingly presented in this combination coloring-, story-, and text-book, which can be used for any age group from four to twelve. The spirited and tender illustrations of Magdalen Eldon are presented in black and white and can be colored by children: a short meditation or recounting of the life of Jesus accompanies the illustrations with quotations taken from the Douay version of the Bible, giving a challenging touch to "Gospel Questions" at the back of the volume to provide interest for the older children. All told, a sensitive and knowing presentation of our Lord as a little boy.

### Ten Eager Hearts

By a Sister of Notre Dame. Cloth, 96 pp., \$1.75. B. Herder Book Co., St. Louis, Mo.

A second collection of short stories for First Holy Communicants, by "A Sister of Notre Dame," tells of ten children and their problems and joys while waiting for Holy Communion day. For seven-year-olds.

### Alphonse and Archibald

By Ruth M. Collins. Cloth, 54 pp., \$2.50. Dodd, Mead & Company, New York, N. Y.

Written for children between the ages of 6 and 8, this book proves delightful reading. Alphonse, a bustling French poodle, and his Canadian master, Francois, live with Francois's fiery old Grandmère in a small settlement on the south bank of the St. Lawrence River. It is there that Phineas, an English boy, and his great mastiff, Archibald, come, seeking protection from the Iroquois Indians. Since this is the period of the French-English struggle for North American control, the townspeople do not want to help Phineas and his dog. However, the dictum of

Grandmère is accepted (as it usually is) and Phineas comes to live in the French settlement. Archibald the great, gentle English mastiff, is not so adaptable as his master and finds himself the laughingstock of the town because of his lumbering amiable ways make him a poor farm dog, fit only to take care of the children. How Alphonse and Archibald, together with Francois, Phineas, and Grandmère, outwit the Iroquois who come to raid the settlement, and how they reconcile their differences makes an interesting tale. The pen and ink illustrations by the author are authentic and very pleasant.

### Shall I Study Pharmacy?

A 32-page, illustrated booklet. Single copy 35 cents. Address order to: R. A. Deno, Secretary, American Association of Colleges of Pharmacy, % University of Michigan College of Pharmacy, Ann Arbor, Mich.

The booklet, which may be obtained at \$20 per 100 copies, will be a definite help to counselors and students. In addition to describing the prospects of a career in pharmacy, it lists the schools of pharmacy which are members of the association and accredited. Seventy-five schools in the U. S. and possessions are listed. Six of these are connected with Catholic universities.

### Little Saints

By Margaret & John Moore. Paper, 69 pp., illustrated. \$1.50. The Grail, St. Meinrad, Ind.

Stories of child saints—a saint for each month—for young children.

### From Five to Nine

By Bruno McAndrew, O.S.B. Paper, 63 pp., 25 cents. The Grail, St. Meinrad, Ind.

A description of the daily life of a Benedictine monk.

### His Name Is Jesus

By Julia C. Mahom. Heavy paper, 32 pp., illus., \$2. The Grail, St. Meinrad, Ind.

This useful booklet tells the small child what he should know about his relations with Jesus.

### Teacher's Manuals

*Teacher's Manual for English at Work* (course three; course four). By Bryant, Howe, Jenkins, & Munn. Each 52 cents. Charles Scribner's Sons, New York 17, N. Y.

### The Quest of Honor

By E. Boyd Barrett. Cloth, 134 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

"This book is written," says the author, "in order to clarify the idea of honor and to explain its implications by furnishing a practical code of honor. In it the portrait of a man of high honor is painted in thoughts and words." The discussions and clarifications of the virtue of honor are illustrated with a multitude of proverbs and applied concretely to the everyday affairs of life.

### Angel Food Time

By Rev. Gerald T. Brennan. Cloth, 126 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Another in Father Brennan's *Angel Food* series, this book is a delightful collection of 28 story-lessons that children seven to eleven will enjoy and that parents, teachers, and priests will find helpful in instructing their young charges.

### The Reluctant Dragon

By Kenneth Grahame, illustrated by Ernest H. Shepard. Cloth, 60 pp., \$2. Holiday House, New York 11, N. Y.

A reissue of a charming story of a boy and a dragon who was very reluctant about dragon-business (terrorizing, devouring, *et al.*), and how, together with St. George, they work out the dragon's problem without harming St. George's wonderful reputation. Originally published in 1938, the story can still hold its own over the current "science fiction" phase our youngsters are in. Believable fantasy with subtle morals on obedience and the value of studying.

### True Stories for First Communicants

By a Sister of Notre Dame. Cloth, 80 pp., \$1.75. B. Herder Book Co., St. Louis, Mo.

This is a collection of stories about First Communicants, including accounts of the First Holy Communions of St. Gemma Galgani, St. Tarcisius, St. Gerard Majella, and others. For the 5-7 age group.

### From School to Job: Guidance for Minority Youth

By Ann Tanneyhill. Paper, 28 pp., 25 cents. Public Affairs Pamphlet, No. 200. Public Affairs Committee, 22 East 38th St., New York 16, N. Y.

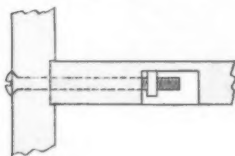
The pamphlet proves from statistics and case histories that youth of minority groups now have a chance to work in occupations of their choice.

(Continued on page 52A)

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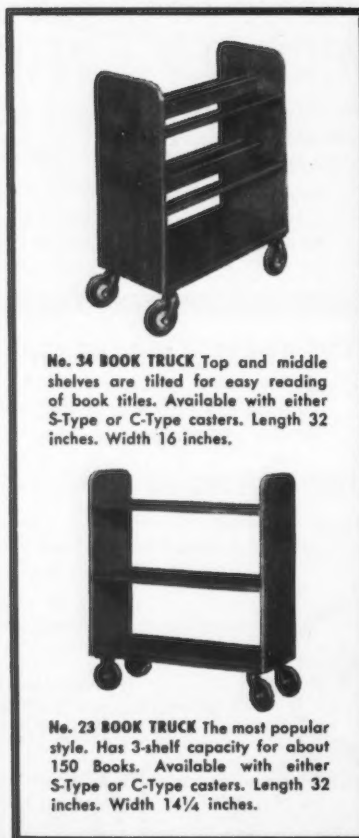
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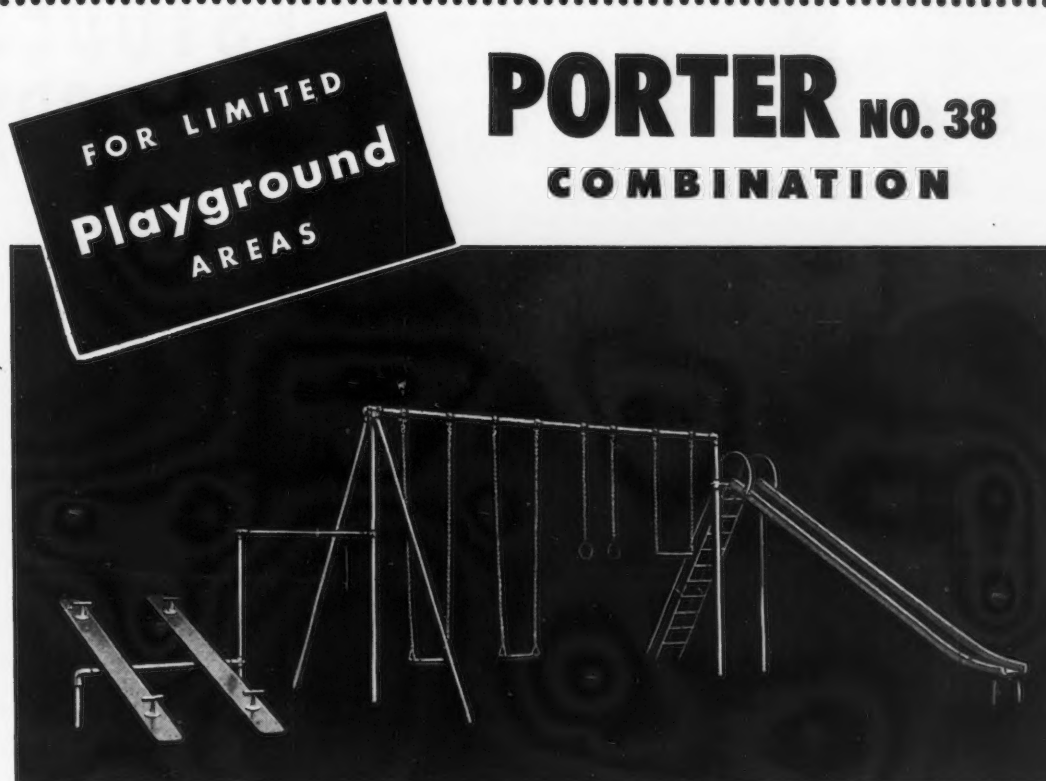
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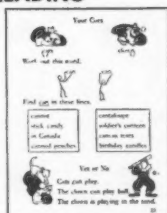


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LET'S GO—Preprimer. 47 color illus. 48 pps. \$1.28  
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LET'S FIND OUT—Grade 1—122 color illus. 128 pps. 1.60  
LET'S LOOK AROUND—Grade 2—138 color illus. 160 pps. 1.72  
LET'S SEE WHY—Grade 3—100 color illus. 196 pps. 1.84

### COWBOY SAM BOOKS by Chandler

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## New Books

(Continued on page 50A)

### City Dog

By Gerald Raftery. Cloth, 216 pp., \$2.50. Wm. Morrow and Co., Inc., New York 16, N. Y.

The story of a pampered city dog's adaptations to country life and his final acceptance by the family to which he is entrusted. Another good dog story for boys and girls between the ages of 10 and 14.

### WNYE 1953-1954

This bulletin, published by the Board of Education for the City of New York, 110 Livingston St., Brooklyn 2, N. Y., gives the complete schedule of broadcasts of the FM station for the schools (91.5 megacycles). There are programs of various classifications graded from the kindergarten through grade 12.

### Educational Film Guide

Cloth, 1000 pp. (6½ x 10), \$7.50 (or \$12.50 with semiannual supplement through spring of 1957). The H. W. Wilson Co., New York 52, N. Y.

The Guide lists and describes about 11,000 films. Includes 3000 free films and 249 feature educational films.

### What's the UN to Us?

By Beatrice P. Lamb. Paper, 16 pp., 10 cents. League of Women Voters, 461 Fourth Ave., New York 16, N. Y.

### Fischer Edition News

Published by J. Fischer & Bro., 119 W. 40th St., New York 18, N. Y.

This is a publisher's promotion magazine of definite value to those interested in music. The September-October, 1953, issue contains an excellent history of the National Catholic Music Educators Association, written by Very Rev. Msgr. Thomas J. Quigley, president of the Association. Another informative item is "Why It Is Wrong to Steal Copyrighted Music."

### Teaching Charts for Arc Welding

A course in arc welding for 18 weeks, consisting of 13 charts, 22 by 28 inches, and a teacher's manual, may be obtained for \$2 from The Lincoln Electric Co., Box 3115, Cleveland 17, Ohio.

### Juvenile Delinquency Digest

Edited by Russell J. Fornwalt, 33 Union Square, West, New York 3, N. Y. A copy of the September, 1953, issue may be had for 25 cents.

### Bulletin of the N.C.E.A.

Edited by Mary M. Ryan. Quarterly. \$3 per year. Individual membership in the N.C.E.A., including Bulletin, \$4 per year. Address: Office of the Secretary General, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

The Bulletin for November, 1953, contains "Some Current Trends in College-Industry Cooperation" by Very Rev. Celestin J. Steiner, S.J.; and "The Place of the Lay Teacher in the Parochial School and the Work of the Lay Teachers' Guild in the Archdiocese of St. Louis," by Mrs. James Nelson Welch.

### How Can Citizens Help Their Schools?

A 36-page booklet which may be obtained free from the National Citizens Commission for the Public Schools, 2 West 45th St., New York 36, N. Y.

This booklet contains a lot of facts about the present plight of public education which are equally applicable to the parochial school situation. Many suggestions are made for concerted action to solve these problems. The alert Catholic school administrator should be able to use some of these ideas.

### The United Nations—Its Record and Prospects

By A. M. Rosenthal. Paper, 64 pp., 35 cents. Manhattan Publishing Co., 225 Lafayette St., New York 12, N. Y.

A brief, simple summary of the organization and accomplishments of the United Nations.

### Speakers on Safety

From the School and College Division of the National Safety Council, 425 North Michigan Ave., Chicago 11, Ill., you can get without charge, a list of people who will speak on various phases of safety. The list, classified by states, gives the name and address of the speaker, his subject, the kind of audience he prefers, and his terms.

(Concluded on page 53A)

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## New Books

(Concluded from page 52A)

### Community Partners

A 12-page pamphlet presenting "a practical example of industry-education cooperation." Two other booklets: *Partners in Industry and Education* and *Industry Co-operate* are also available. American Iron and Steel Institute, 350 Fifth Ave., New York 1, N. Y.

### Educational Aids for High Schools

A 1953-54 catalog of booklets useful for educational and vocational guidance which may be obtained free from the National Association of Manufacturers, 14 W. 49th St., New York 20, N. Y.

### Teaching Homebound Children by Telephone

An article on this subject may be obtained free from the Special Education Division of Executone, Inc., 415 Lexington Ave., New York 17, N. Y.

### Tales of Seven Cities

A 40-page booklet about the possibilities of educational television and what has been done in the field. Available from the National Citizens Committee for Educational Television, 1200 Eighteenth St., N.W., Washington 6, D. C.

### Wait for the Rain

By Martha Goldberg. Cloth, \$1.50. Holiday House, New York, N. Y.

"Wait for the rain" was exactly what Owen did, for his new yellow raincoat and cap fairly ached for the "tap-tap" of raindrops. And when it rained, Owen played and taught his brother Paul how to have fun in the rain. A "Beginning to Read" book for the primary grades.

### Mama Hattie's Girl

By Lois Lenski. Cloth, 182 pp., \$3. J. B. Lippincott Co., Philadelphia 5, Pa.

This story of Lula Bell, the little southern Negro girl, is the story of "growin' up pains." Sensitively written and illustrated by Lois Lenski, the story maintains a realistic tone strangely foreign to most children's books. Ages 8-12.

### Tommy-on-Time

By Virginia Novinger and Katherine Evans. Cloth, \$1.50. Albert Whitman Co., Chicago, Ill.

An instructional book for four- and five-year-olds is this pleasantly illustrated tale of little Tommy who always arrived too late, and how he learned to get to school on time.

### Friends Indeed

By Robert Wood, S.M. Paper, 79 pp. Grail Publications, St. Meinrad's Abbey, St. Meinrad, Ind.

Short accounts of saints who are invoked for particular kinds of favors.

### Run Sheep, Run

By Betty Russell. Cloth, \$1.25. Albert Whitman & Co., Chicago, Ill.

"Fun, sheep, run" cried Joe and Jack, and the sheep did run, pulling Joe and Jack's sister, Little Bit, over the fields of grandfather's farm. The sheep, Bumpy and Jumpy; a dog named Queen, and a cat named Mrs. Snow are other friends which Joe and Jack and Little Bit meet and play with on grandfather's farm. The book, illustrated by Mary Gehr, is intended for eight-year-olds.

### Sam's Big Worry

By Eunice Young Smith. Cloth, 34 pp., \$1.75. Albert Whitman & Co., Chicago 6, Ill.

### Historical Aspects of Organic Evolution

By Philip G. Fothergill, B.Sc., Ph.D. Cloth, 428 pp., \$6. Philosophical Library, New York, N. Y.

### The Modern Community School

By Edward G. Olsen. Cloth, 246 pp., \$2.50. Appleton-Century-Crofts, Inc., New York 1, N. Y.

### Selecting an Occupation

By C. A. Prosser and C. S. Sifferd. Cloth, 246 pp., \$2.50. McKnight & McKnight Publishing Co., Bloomington, Ill.

### Practical Upholstering

By the Instructional Staff of Commercial Trades Institute, Chicago. Cloth, 296 pp., \$4.50. McGraw-Hill Book Company, Inc., New York 36, N. Y.

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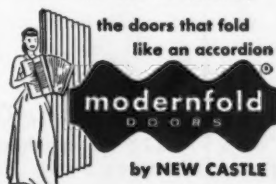
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# The Challenge: A Patriotic Program

*Sister M. Lenore, R.S.M. \**

MUSIC: "Stars and Stripes Forever."

ANNOUNCER: The Civics Club of St. Joseph's School presents a patriotic play entitled *The Challenge*.

MUSIC: "Faraway Places" [*softly in the background*].

ANNOUNCER: Lois Dawson, age 12; her brother George, age 13; and their cousin Ivan, a refugee, age 12, are seated in the Dawson living room. Lois is thoughtfully looking out the window, dreaming of the day when her charm and glamour will captivate the world. George is slowly turning the pages of a magazine. Then impatiently George throws aside the magazine and turns to his sister.

GEORGE: A penny for your thoughts, Sis.

LOIS: George, do you know what I am going

to be when I grow up? I am going to be the most glamorous actress in Hollywood. I will have wealth, attention, beautiful clothes, and fine cars. I will spend my vacations in Paris, New York, Florida—anywhere I please. Wouldn't you like to be very wealthy, too, George?

MUSIC: "Bugles on Parade" [*softly in the background*].

GEORGE: Yes, of course, Lois, but I want more than just wealth. I want people to think that I am a great man. I want power, position, magnificent armies and navies. I want to tell everyone what he can and cannot do. I want to be the ruler, the dictator of the whole world.

LOIS: Say, Brother, you must have been reading that crazy new comic book. Wait until Mother finds out.

GEORGE: She won't find out. I have hidden it.

LOIS: Cousin Ivan, what would you like to be when you grow up—say about nine or ten years from now?

IVAN: You ask me what I would like to be, Cousin Lois. More than anything else in the world, I want to be a good citizen of the United States. I want freedom, the kind of freedom you have here in America: freedom from fear, freedom from want, freedom of worship, freedom of speech. Only a few weeks ago we sailed into that great eastern harbor of your beautiful land. We were lonely and sad with thoughts of loved ones left behind. But our hearts quickened, when through the mist of our tears, we beheld that great symbol of freedom from whose lips seemed to come those oft-repeated words of welcome:

MUSIC: "America the Beautiful" [*softly*].

STATUE OF LIBERTY:

Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore,  
Send these the homeless, tempest-tossed to me!

I lift my lamp beside the golden door.

SPIRIT OF AMERICA: I commend you, Ivan, you speak well. I am the Spirit of America.

(Continued on page 56A)

\*Mercy Convent, San Luis, Colo. The program was broadcast from St. Joseph's School, Roseburg, Ore.

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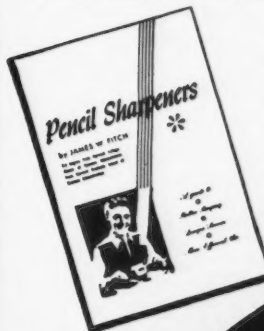
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## The Challenge

(Continued from page 54A)

I stand for all those things which Americans cherish: freedom, equality, justice, humanity. I am the spirit of the greatest democracy in the world.

IVAN: Spirit of America, yours is a glorious land. Was America always like this?

MUSIC: "Stars and Stripes Forever" [softly].

SPIRIT OF AMERICA: No, Ivan, our country has not always been as it is today. Battles have been fought and many lives sacrificed to safeguard our liberties. But through it all we have been blessed with men of vision and wisdom; men who like Washington and Lincoln worked and fought as though everything depended on them and prayed as though everything depended on God. Ever since the signing of the Declaration of Independence and the framing of the Constitution, America has grown in strength and courage.

IVAN: Then is it not true that the principles on which our country was founded go back almost two hundred years?

SPIRIT OF AMERICA: Farther back than that, Ivan, much farther. Spirit of Truth, come, tell this lad more of our story.

MUSIC: "Melody in F" [very softly].

SPIRIT OF TRUTH: One day years ago across the hills of Galilee there rang a message—a challenge. Christ, the God-Man by His teachings and example had told His brothers how to get to His Father's House; how to use the things of time and place to attain their eternal destiny. On that sunny day alive with the music of birds, the laughter of children, and the chatter of people, He looked out over the people, houses, palaces, and the temple—looked down through the ages to other people, houses, factories, and the Church—looked and saw us, and He gave us the message and the key to happiness. Slowly, distinctly, He spoke. The eager Twelve heard Him say, "The truth shall make you free." Not then, but later, when their minds were enlightened, they understood that message and carried it to the world. The Author of that message meant primarily that man would be spiritually free. But He was speaking to men—to creatures of body and soul—and He said without any limitation, "The truth shall make you free." You—men all of you, and in every way. First came spiritual freedom, so precious that persecution and social injustice could not take it from Christians. Then gradually, slowly, painfully, truth was pursued by the minds of men until political freedom also became a reality for many. Our country was conceived in truth.

And though America has not yet realized its ideals, though it has not yet given all men the equality of opportunity which our Constitution guarantees, the important fact is that we are still striving toward that goal. America must ever be a champion of truth, extending its ideals of freedom and equality into the fields of economics and social life. America must ever stand as a living example to the other nations of the world, proving, as it has been so well said, that the force of an ideal is greater than the ideal of force.<sup>1</sup>

IVAN: Spirit of America, please tell me more about our country.

MUSIC: "Home Sweet Home" [softly, then louder].

SPIRIT OF AMERICA: I shall tell you more, Ivan, much more. Come with me to the window, evening is falling. Look out across the city streets, upon the valley below. See, one by one the lights come on. Those are the homes of America . . . little white homes, large peaceful homes, happy homes—homes where healthy children play, where babies coo, and fair young mothers sing sweet lullabies at close of day.

MUSIC: "Brahms Lullaby."

<sup>1</sup>This speech of the Spirit of Truth is taken from *The Christian Citizen—His Challenge*, with permission of the publisher, Mentzer, Bush, and Company.

(Continued on page 58A)

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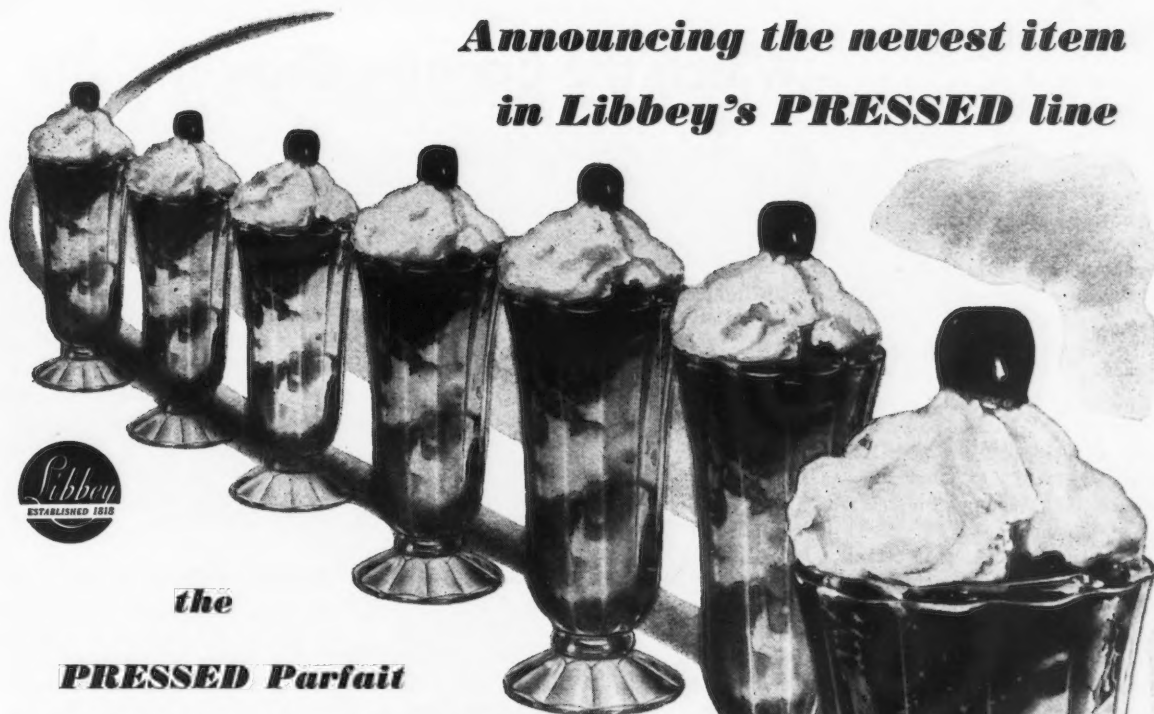
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No. 5103  
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## The Challenge

(Continued from page 56A)

MUSIC: "Church Bells."

IVAN: Listen, I hear bells! bells like once I heard in faraway lands across the sea, before our churches were closed, before they came and laughed at us because we prayed.

SPIRIT OF AMERICA: Yes, Ivan, they are church bells, for here in America we have freedom of worship, and at evening or early morning, you can hear from great stone cathedrals stream forth their soft mellow light or from little white churches in the valley, sweet young voices lifted in hymns of praise.

MUSIC: "Ave Maria"—Shubert's

IVAN: Spirit of America, I love your land, and I shall always be grateful to America.

SPIRIT OF AMERICA: And America will always cherish lads like you.

GEORGE: Spirit of America, my sister Lois and I have been listening to everything that you and Ivan have said. We realize now how foolish and empty selfish dreams and wrong ambitions may be. I am convinced that striving to be a good citizen will bring much more peace and happiness than all the wealth and power in the world.

LOIS: I agree with my brother George and I, too, want to be a good American.

SPIRIT OF AMERICA: May you always be good Americans. Be proud of your country. But let your pride be real. Let it be the kind of pride that helps you to remember that the dignity of the human person is the basic ideal of the Declaration of Independence. Believe in America's democratic institutions; believe in its way of life; its glorious history. Our world of tomorrow will be not as others plan it but as you make it. The history of America's growth is filled with challenges. It took men and women of vision to see them, men and women of courage to accept them. Americans are now challenged to keep safe for themselves and for the world that freedom for which so many lives have been sacrificed. Pray that we as a nation may so declare our faith and so act that our national life will exemplify the truths of our heritage. Pray that God may continue to shed His grace on the people of this beautiful land of spacious skies and fruited plains, and on all the people of the world, so that peace and good will may truly reign, "from sea to shining sea."

MUSIC: "America the Beautiful."

### BLESSING OF ST. FRANCIS

The Lord bless thee and keep thee. May He show His face to thee and have mercy on thee. May He turn His countenance to thee and give thee peace. The Lord bless thee.

## Watch the Country Grow

*Gail Lois Wyld\**

The use of visual aids has become one of the most popular methods of supplementary teaching in modern classrooms. The project shown in the picture is called a "Flannel Board" and works on the axiom that flannel adheres to flannel.

The purpose of this particular arrangement on the flannel board is for presentation in an American history class when the aim of the day's work or the unit is dealing with the history of American expansion.

The background is a sheet of mahogany wood, two and a half feet in width by four and a half feet in length, covered with a large strip of flannel. Each individual piece in the puzzle is also backed with flannel.

The student will acquire a much clearer conception of the actual expansion of our country, if he or she is able to watch the country grow.

Let the students in your class place the state within the borders themselves. It gives them a feeling of accomplishment and motivates in them a more lively and enthusiastic interest in the class and a genuine desire for further study. It is almost as if they are a group of pioneers themselves, encountering all odds, to add a new state to the Union, or, for them, to place one more piece in their picture puzzle.

Additional suggestions for worth-while use of a map such as this one, would be, as a product map, representing different products with colorful symbols and designs in reference to specific territories, a representation of the numerous expeditions and territorial ac-

quisitions which have taken place in the growth of our nation, or a demonstration of the geographical and topographical landscape of the country.

Also, a flannel board such as this one could be used for exhibition of numerous other types of maps, such as a world map, or maps of other individual continents, countries, or specific strategic areas, or colorful symbol exhibitions of the customs and dress of countries throughout the world in connection with history classes or language groups.

### ENLIGHTENED CAPITALISM

"Americans desire and are seeking an economic system which advances the common good in a fairer distribution of wealth and which emphasizes social obligations instead of individual irresponsibility and private profit," says Rev. Richard M. McKeon, S.J., director of the school of industrial relations at Le Moyne College, Syracuse, N. Y.

This statement with many specific proofs is quoted from an article "New Capitalism Versus Old" in the March issue of *Social Order* published by the institute of social order at St. Louis University.

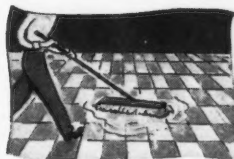
Instead of recognizing responsibility only to stockholders as in former times, Father McKeon says that management now has social aims and responsibilities to stockholders, workers, customers, and the general public.

Although the transformation of our economic system is far from complete, Father McKeon says that "keen and courageous leaders from management and labor, encouraged by well-wishers among clergymen and educators, are setting a pace which reflects a strong hope for better things."

\*Senior student teacher at the College of St. Rose, Albany, N. Y.



# Why Risk Fire with an Oily Dressing?



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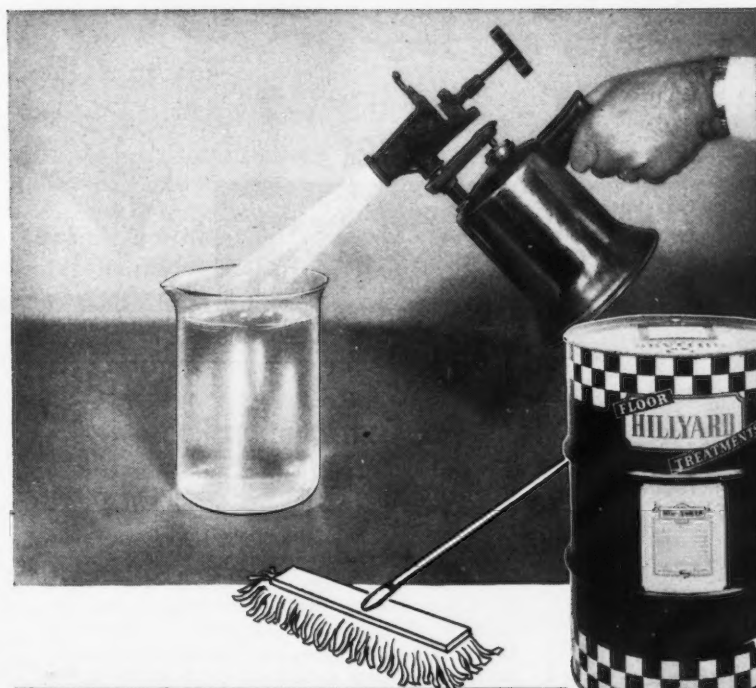
Mops and rags saturated with such solutions when stored often cause spontaneous combustion . . .



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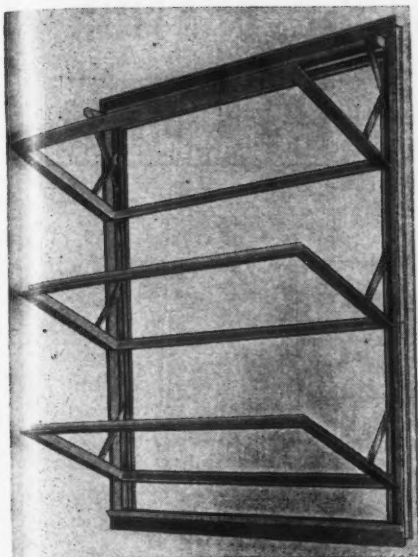
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A new Lupton aluminum awning window has been announced by Michael Flynn Manufacturing Co., Philadelphia. Designed especially for construction where horizontal lines are emphasized, the new window permits greater control of ventilation through open-out, awning-type sash. Weather protection is assured when it's raining.

The Lupton design features a centrally operated control bar that delivers equal power to both jambs for easy opening and closing, and tight seal around each sash. There is complete vinyl plastic weather stripping on the inside contact of the frame where it is protected from freezing or weather damage. The friction-free operating mechanism gives finger-tip control and is completely concealed in window frame so as not to interfere with venetian blinds.

The Lupton aluminum awning window is made in modular and residence sizes for school and business buildings as well as residences. The new window can be cleaned from the inside. Screens or storm sash fit on inside.

For further information write: *Michael Flynn Mfg. Co., Section A.S.B.J., 700 E. Godfrey Ave., Philadelphia 24, Pa.*

(For Convenience Circle Index Code 020)

### Comprehensive Guide To Yearbook Production

A comprehensive guidebook to help in the preparation of the school yearbook has just been published by Art Instruction, Inc.,

Minneapolis, as a part of its special student service. The book entitled, "Your School Yearbook: An Opportunity in Art," was especially prepared for art students who are members of high school and college yearbook staffs, and is available free of charge to yearbook advisers and students actively engaged in yearbook production, it has been announced.

Written under the direction of Art Segal,

one experienced in the production of yearbooks, the book presents the task and responsibility of the school art staff together with practical suggestions for achieving yearbook success. Every step in the development of an effective, impressive yearbook is shown — how to select a cover and a theme for the book, what types of artwork to use, how to select photographs and prepare the text matter, how to plan the layout, choose type faces and edit the entire mass of material, and finally, how to produce the volume in a businesslike manner. In addition the book lists associations, people, and special manuals that will aid in every phase of the production job.

(Continued on page 62A)



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*Charles D. MacMaster*

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## New Supplies

(Continued from page 61A)

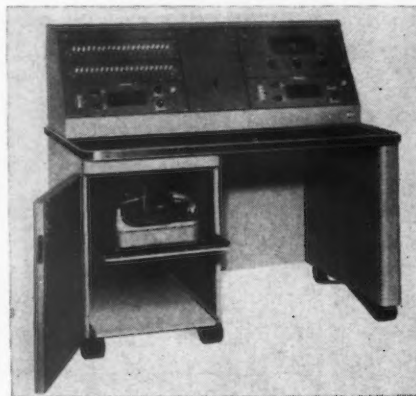
For a copy write, indicating your position, to: *Art Instruction, Inc., Section S.B.J., Minneapolis, Minn.*

(For Convenience Circle Index Code 021)

### Central Sound System Has Dual Control

The new Model S214 all-facility console recently announced by Rauland-Borg Corporation, Chicago, is designed to serve up to a total of 40 rooms in schools or institutions. The system feeds microphone, radio and phono programs to any or all rooms and provides 2-way intercommunication between any room and the central control console.

All facilities are attractively housed in the studio-type all-steel console. These include: Program Panel, which selects and distributes any of 2 microphones (one at console and one remote), radio, or phonograph; FM-AM Radio, which selects any radio program for distribution to any or all rooms; Switch



MODEL S214

Panel, which selects any or all rooms (up to 40 room capacity), distributes any 2 programs, selects communication and room-return; Intercom Panel, which serves as second program channel and as a 2-way intercom facility; All-Call Switch, an emergency and all-call feature which instantly connects all rooms to receive programs or instructions; Automatic Changer, which plays records of all sizes and speeds.

The system is also available in S214 console model, less desk.

For further information write: *Rauland-Borg Corporation, Section S.B.J., 3515 W. Addison St., Chicago 18, Ill.*

(For Convenience Circle Index Code 022)

### New "Plan-A-Lab" Folder Valuable Planning Aid

A new planning kit which assists chemical laboratories, school research departments, architects, and engineers in planning their modular layout is now available from the

(Continued on page 64A)

## KINDERGARTEN GRADUATION CAPS & GOWNS



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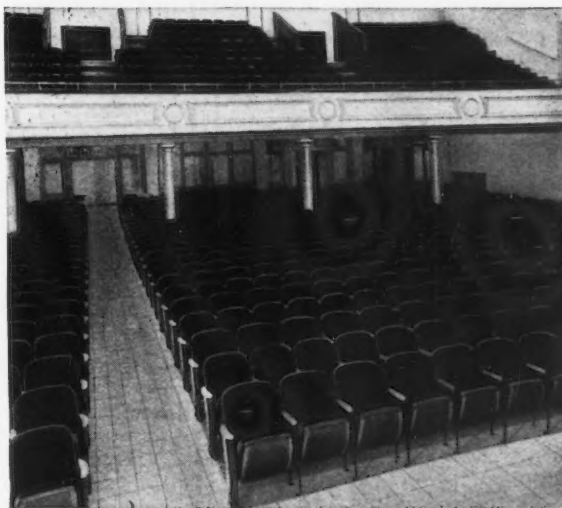
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NEWARK 2, NEW JERSEY

## New Supplies

(Continued from page 62A)

Metalab Equipment Co., Hicksville, N. Y.

Illustrated on page 2 is a compactly designed floor showing all types of bases that would layout properly. An explanatory chart is shown on page 3, which states the types of units that are above and below the table tops.

The back page lists and illustrates service rule and template corresponding to the  $\frac{1}{4}$  inch to 1 foot scale, with rectangular cutouts representing various base units is also included.

Research directors, chemists, and school department heads can obtain this Planning Guide by writing on their letterhead to: *Metalab Equipment Corp., Section C.S.J., 224 Duffy Ave., Hicksville, L. I., N. Y.*

(For Convenience Circle Index Code 023)

## Remington Rand File Drawer Divider

A new self-adjusting file drawer divider has been announced by Remington Rand Inc., New York, as the result of continued research into new and improved filing methods.

The dividers tilt to form a perfect filing "V" and are self-adjusting when additional material is placed in the drawer. The folders automatically adjust themselves as soon as the divider is moved to a vertical position.

Material in the file drawers is kept from slumping, yet a convenient working "V" is possible at any point. These dividers are simple to install and easy to operate. The Aristocrat line of files can be ordered with the self-adjusting dividers and they may also be installed in existing cabinets.

For further information write: *Remington Rand Inc., Section C.S.J., 315 Fourth Ave., New York 10, N. Y.*

(For Convenience Circle Index Code 024)

## Catalogs and Booklets

★ "Better Books for Better Times" is the title of a special Catholic Schools edition of the John C. Winston Company catalog of books "for libraries and supplementary reading." With a foreword by Dom Bernard Theall, O.S.B., Dept. of Library Science, Catholic University of America. For a copy write: *The John C. Winston Company, Section C.S.J., 1010 Arch Street, Philadelphia 7, Pa.*

(For Convenience Circle Index Code 025)

★ A new 1954-55 audio-visual aids catalogue titled "Listing of Educational Recordings, Filmstrips, and Equipment for More Efficient Learning" is available. Published by Educational Services, Washington, the latest features are a complete listing of foreign language courses on records and texts available, an expanded equipment section including latest audio-visual devices, and a comprehensive listing of 35mm. filmstrips on many subjects. The 48-page catalog is free upon request from: *Educational Services, Section C.S.J., 1730 Eye Street, N.W., Washington 6, D. C.*

(For Convenience Circle Index Code 026)

(Continued on page 66A)

## The KING COMES



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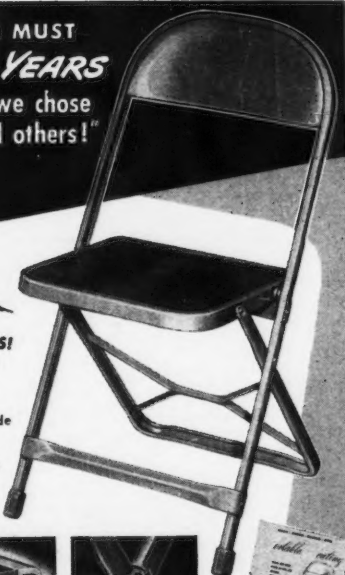
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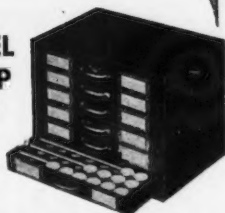
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MF-6—This roomy, yet compact 6 drawer cabinet holds up to 336 filmstrip cans each in its own compartment... each individually indexed. Drawers are equipped with adjustable dividers for desired division widths. MF-3—Compact 3 drawer filmstrip cabinet holds 165—1½" filmstrip cans.

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John Sexton & Co., Sexton Square, Chicago, Ill.

## New Supplies

(Continued from page 64A)

- ★ A new processing technique that results in a more efficient, "stabilized" phosphor in the Sylvania fluorescent lamp is described in their booklet EL-507. This new development by Sylvania engineers is described as enabling the coating on the inside of a Sylvania fluorescent lamp to maintain a higher degree of brightness for a longer period of time. For a copy of this booklet write: *Sylvania Electric Products, Inc., Section C.S.J., 60 Boston St., Salem, Mass.* (For Convenience Circle Index Code 027)

### Manufacturers' News

- ★ Johnson Service Company, Milwaukee, manufacturers of automatic temperature control systems, has announced the opening of four new branch offices at Champaign, Ill.; Lubbock, Tex.; and Miami, and Pensacola, Fla. The company now has a total of 80 direct branch offices which sell, plan, install, and service their automatic temperature and air conditioning control systems.

### Catholic Children's Book Club

147 E. Fifth St., St. Paul 1, Minn.

#### SELECTIONS FOR FEBRUARY, 1954

##### Picture Book Group — P

**The Taming of Toby**, by Jerrold Beim, William Morrow, \$2.

##### Intermediate Group — A

**While Angels Watch**, by Father Gerald Scriven, Catechetical Guild, \$3.

##### Older Boys — B

**The Hard Way**, by Jack Weeks, A. S. Barnes & Co., \$2.50.

##### Older Girls — C

**Girl of Urbino**, by Mary K. Corbett, Abelard Press, \$2.50.

##### Knowledge Builders — D

**P's And Q's**, by Bernice Bryant, Bobbs Merrill, \$2.50.

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**IDEA BOOK** — Free  
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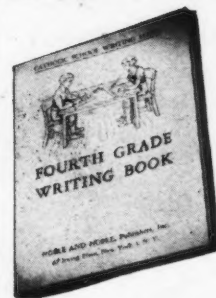
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20 All American Suppliers . . .	60A	228 Father Francis . . . . .	64A
21 Allied Radio Corp. . . . .	24A	229 FibeResin Plastics Co. . . . .	63A
22 American Crayon Company . . . . .	62A	230 Field Enterprises, Inc. . . . .	2A
23 American Optical Co. . . . .	32A	231 Flynn Mfg. Co., Michael . . . . .	27A
24 American Seating Company . . . . .	63A	232 Folger, Inc., Stephen Lane . . . . .	67A
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27 Banner Play Bureau, Inc. . . . .	66A	235 Graubard's, Inc. 52A, 62A, 64A	
28 Beckley-Cardy Company . . . . .	52A	236 Griggs Equipment Co. . . . .	26A
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THE CATHOLIC SCHOOL JOURNAL

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022	Rauland-Borg Corporation .	62A	026	Educational Services . . . .	64A
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023	Metalab Equipment Corp. .	64A	027	Sylvania Electric Products, Inc. . . . .	64A
	Plan-A-Lab Folder			Booklet	

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The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the postage paid card to CATHOLIC SCHOOL JOURNAL. Your request will receive prompt attention. BRUCE — MILWAUKEE.

THE CATHOLIC SCHOOL JOURNAL  
400 North Broadway, Milwaukee 1, Wis.

February, 1954

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